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ABSTRACT

Individual Conferences to Promote Independent Reading is one of four classroom activities in the system of Individually Guided Motivation. A package of teacher-education materials designed to allow schools to implement the program of individual conferences was evaluted in six different school settings. Objectives were identified for both the conference leaders (direct target group) and the pupils participating in conferences (indirect target group). The conference leaders, after using film, handbook, and user's manual included in the package, were assessed both by a paper-and-pencil test and by observation during the conferences. In all but one school, conference leaders were considered to have achieved an adequate level of knowledge and skill in conducting conferences. Conference leaders' responses to a questionnaire and their extension of the conference technique to other subject-matter areas indicated that they perceived the program as usable and effective. Students in Grades 2-6 participated in the conferences. Significant gains in number of books read during an eight-week period were observed at all grades. A positive change in attitude toward reading was observed at all grades, with a significant change in Grades 4-6. Children participating in the conferences showed significant gains in reading skills. (Author)

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Technical Report No. 185

INDIVIDUAL CONFERENCES TO PROMOTE INDEPENDENT READING: A REPORT ON THE FIELD TEST

by

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Report from the
Program 2 Component, A System of
Individually Guided Motivation

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Statement of Focus

Individually Guided Education (IGE) is a new comprehensive system of elementary education. The following components of the IGE system are in varying stages of development and implementation: a new organization for instruction and related administrative arrangements; a model of instructional programing for the individual student; and curriculum components in prereading, reading, mathematics, motivation, and environmental education. The development of other curriculum components, of a system for managing instruction by computer, and of instructional strategies is needed to complete the system. Continuing programmatic research is required to provide a sound knowledge base for the components under development and for improved second generation components. Finally, systematic implementation is essential so that the products will function properly in the IGE schools.

The Center plans and carries out the research, development, and implementation components of its IGE program in this sequence: (1) identify the needs and delimit the component problem area; (2) assess the possible constraints—financial resources and availability of staff; (3) formulate general plans and specific procedures for solving the problems; (4) secure and allocate human and material resources to carry out the plans; (5) provide for effective communication among personnel and efficient management of activities and resources; and (6) evaluate the effectiveness of each activity and its contribution to the total program and correct any difficulties through feedback mechanisms and appropriate management techniques.

A self-renewing system of elementary education is projected in each participating elementary school, i.e., one which is less dependent on external sources for direction and is more responsive to the needs of the children attending each particular school. In the IGE schools, Center-developed and other curriculum products compatible with the Center's instructional programing model will lead to higher student achievement and self-direction in learning and in conduct and also to higher morale and job satisfaction among educational personnel. Each developmental product makes its unique contribution to IGE as it is implemented in the schools. The various research components add to the knowledge of Center practitioners, developers, and theorists.

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Abstract

Individual Conferences to Promote Independent Reading is one of four classroom activities in the system of Individually Guided Motivation. A package of teacher-education materials designed to allow schools to implement the program of individual conferences was evaluated in six different school settings. Objectives were identified for both the conference leaders (direct target group) and the pupils participating in conferences (indirect target group). The conference leaders, after using the film, handbook, and user's manual included in the package, were assessed both by a paper-and-pencil test and by observation during the conferences. In all but one school, conference leaders were considered to have achieved an adequate level of knowledge and skill in conducting conferences. Conference leaders' responses to a questionnaire and their extension of the conference technique to other subject-matter areas indicated that they perceived the program as usable and effective.

Students in Grades 2-6 participated in the conferences. Significant gains in number of books read during an eight-week period were observed at all grades. A positive change in attitude toward reading was observed at all grades, with a significant change in Grades 4-6. Children participating in the conferences showed significant gains in reading skills. School variations in student gains were related to varying patterns of implementation.

1
Introduction

The basic objective of the system of Individually Guided Education (IGE) is to increase educational opportunities for elementary school children (Klausmeier, Quilling, Sorenson, Way, & Glasrud, 1972). Curriculum components of IGE are objective-based programs to meet the individual needs of each child. In addition to objective-based curricular programs, such as the *Wisconsin Design for Reading Skill Development*, IGE calls for the use of specific motivational procedures as part of the total instructional program. To be maximally effective and compatible with the IGE philosophy, the motivational activities must be both systematic and appropriate to the unique motivational needs of each child.

The Research and Development Center for Cognitive Learning has designed a system of Individually Guided Motivation (IGM) (Klausmeier, Schwenn, & Lamal, 1970) to identify motivational needs, provide a program to meet these needs, and evaluate the success of the program. This system is based on highly effective motivational techniques such as reinforcement, feedback, goal setting, reasoning, and modeling. Four classroom activities have been developed which incorporate the techniques: (a) Individual Conferences to Promote Independent Reading, (b) Individual Goal-Setting Conferences Related to Subject-Matter Learning, (c) Small Group Conferences to Encourage Self-Directed Behavior, and (d) Individual Tutoring of Younger Students by Older Students. This report is concerned with the field test of the first activity.

Development and Pilot Testing of Individual Conferences Program

The motivational procedures detailed for the individual conferences are based on four years of research and development at the Wisconsin R & D Center. During the 1966-67 school year, individual conferences to encourage independent reading were held with 72 third-grade students at an inner-city school in Racine, Wisconsin (Klausmeier, Quilling, & Wardrop, 1968). A system of concrete rewards was also instituted. Prior to initiation of the program of conferences and rewards, the students were considerably below grade level in vocabulary and comprehension and did virtually no independent reading. During the nine-month period when conferences were held, the students read a total of 2,074 books. Nine children read over 50 books; three read over 70. Similar tests of the conference procedure were made in an inner-city school in Madison during the next two school years (see Sorenson, Schwenn, & Klausmeier, 1969, pp. 4-5). Of interest was the finding that the individual conferences were superior to concrete rewards in increasing independent reading. Furthermore, students receiving conferences showed far greater increases in independent reading than students not receiving conferences during an eight-week period.

The consistently favorable effects of the conference procedure in these tryouts led to the development of teacher-education materials so that other schools could implement their own independent-reading conference program. Pilot tests conducted during 1969-1970 demonstrated the effectiveness of the materials package not only in assisting local schools to establish conference programs but also in providing information about motivational theory and conference techniques (Frayer & Sorenson, 1971). After an inservice training program conducted at the R & D Center, teachers, unit leaders, and principals scored five points higher than before training on a 28-item test about the conference program. Ten of these participants tape-recorded individual conferences before and after the training; they increased their use of motivational techniques and held conferences rated independently by

five Center staff members as more motivational after training. Two schools implemented the conference program using only the materials package to guide their implementation. Users reported that the entire package was useful, with the film being the most valuable aid. Although baseline data were not used to select students for conferences, other aspects of the implementation were carried out according to guidelines in the materials. Thus, during the past four years both the procedures and materials have been carefully tested and shown to be highly effective.

Product Objectives

The direct or instrumental target group for the inservice education package Individual Conferences to Promote Independent Reading includes elementary school personnel—professional, paraprofessional, and adult volunteers. The following outcomes are anticipated after use of the package in the manner indicated in the materials:

1. The adult demonstrates his understanding of motivational theory.
2. The adult demonstrates his understanding of the application of motivational principles in conferences to increase pupils' independent reading.
3. The adult demonstrates his understanding of planning and organizational procedures related to implementation of the program of conferences to increase pupils' independent reading.

The indirect or ultimate target group for the motivation packages is the elementary school child whose motivation is low with respect to independent reading. Objectives for this group are stated in relation to prior attitudes, skills, and habits which can be assessed during and at the termination of the baseline period. The expected major outcomes for this target group are twofold:

1. Children read more (more books or longer books or both).
2. Children express more positive attitudes toward reading.

The secondary objectives, which may be observed for some but not all children, are as follows:

3. Children's word recognition skills and reading comprehension improve.
4. Children read more rapidly.
5. Children read more frequently when they have completed assigned tasks.
6. Children continue to read more books after conferences are discontinued.

Materials

Although the motivational procedures outlined in IGM are directed toward elementary school children, materials have been designed for the inservice education of teachers and other adults who implement the procedures. A film, an inservice guide, and a user's manual comprise the materials package for the conference program. *The Individual Conference: A Motivational Device for Increasing Independent Reading in the Elementary Grades* is a 22-minute, 16-mm. film which shows four conferences conducted with high- and low-achieving readers in three grades. *Individual Conferences in Reading: A Planning Guide* (Ghatala, Sorenson, & Frayer, 1969) is an inservice guide for the local coordinator of the conference program. Information about the research from which the conference procedures were derived, the recommended installation and implementation modes, and principles of motivation to be used in conferences are provided for each adult conference leader in a user's manual (Sorenson, Schwenn, & Klausmeier, 1969) which bears the same title as the film. Exercises have been incorporated in the book to permit immediate interpretation and use of the content and to serve as a discussion guide during inservice training.

Requisites for Effective Implementation

In schools implementing the conference program, the conditions listed below are considered necessary for satisfactory implementation. These requirements were derived from the user's manual and handbook provided to field test participants. Attainment of program objectives is anticipated only if the requisites are met.

1. An inservice training program must be provided for local leaders; this consists of three to four hours of training including conference simulation.

2. Baseline data on number of books read must be collected from all children for eight weeks.
3. A criterion for identifying children who need conferences must be specified in terms of amount of independent reading.
4. Children in need of conferences must be identified on the basis of previously established criteria.
5. Adult conference leaders must keep records of each conference.
6. Children must continue to record the titles of books completed and the dates of completion throughout the conference period.
7. Availability of books must be increased; new books may be provided or additional opportunities to use the IMC with adult assistance may be given.
8. The books available to the pupils must cover a broad range of difficulty.
9. Pupils in the conferences must have the opportunity to select books independently.
10. Conferences must be held where a fair degree of privacy is possible.
11. Conference leaders must be freed from other duties while conferring.
12. Conferences must be held at a regular time each week.

Although it is possible to implement the conference program in the traditional school with self-contained classrooms, implementation is smoother and creates minimal scheduling problems in multiunit elementary schools where teaming permits flexible scheduling and paraprofessional assistance is standard.

II
Field Test Plan

Objectives

The major objectives of the evaluation were twofold. The first objective was to ascertain whether the objectives of the product, stated in the last chapter, were met. Of interest was the performance of both target groups—adults and children—with respect to the outcomes anticipated for each. A second objective was to determine the usability of the product in terms of time required for inservice education, planning, and implementation of the procedure during the school day. The evaluation was designed additionally to permit comparison of the effects of conference periods of 16 and 8 weeks.

Participants

The small-scale field test of the independent-reading conference component of IGM was conducted in six schools. Each setting was unique; the field test was designed to determine whether the program was effective when carried out by persons of varying qualifications with children in different age/grade groups.

Adult conference leaders were identified by each school independently to make the best use of personnel and time. Of the 60 conference leaders identified, 40% were teachers, 40% staff and/or volunteer aides, and 20% high school students; in any one site, however, only one or two groups were represented. Characteristics of leaders in each school are described in Table 1.

All participating pupils were in unitized settings; the one school that did not have a complete multiunit organization was unitized at the level involved in the study. Students had a wide range of reading achievement and represented all grades from 2 to 6 as well as a variety of populations—rural, small town, small city, medium city, and large city. As shown in Table 1, approximately 340 students participated in conferences and remained at the participating school throughout the conference period.

Evaluation Design and Instrumentation

The evaluation design is described separately for each target group.

Adult Target Group

In evaluating the adult target group, the primary concern was to determine whether the product objectives were attained when the product was used in the manner intended. A necessary step prior to analysis was determination of whether minimum requisites for program implementation (pp. 2-3) were met at each site.

The first requisite for satisfactory implementation involved an inservice education program for local leaders conducted by coordinators at each site. Two or three coordinators from each school (the principal, unit leaders, or teachers whose students would participate in the program) received printed materials during the summer and attended a half-day workshop in mid-September. Although part of the workshop included inservice education, the primary purpose of the meeting was to acquaint the coordinators with the procedures and forms to be used in the field test. The agenda for this meeting and the planning guide used as a basis for discussion appear in Appendix A. Coordinators returned to instruct local leaders in motivational theory, principles, and procedures. The film and copies of the user's manual were available to the coordinators for their training sessions. Requisite 1 was judged to be satisfactorily

Table 1. Description of Participants

School	Site Description	STUDENTS Grade	Number in Unit	Number Conferring	CONFERENCE LEADERS Number	Characteristics	LOCAL COORDINATORS Number	Characteristics
A	small city, in state university area, many faculty children	2	46	18 (19)	4	parent volunteers	1	unit leader
		3	32	12			1	teacher
B	rural/small town (pop. 2045)	2	89	27 (30)	12	high school students, members of Future Teachers Association	1	principal
		3	99	28 (30)			2	unit leaders
					1	aide		
C	small city, manufacturing center, higher SES	3-4 Unit	189	64	3	aides	1	principal
		5-6 Unit	157	57 (60)	18	teachers	2	unit leaders
D	large city, industrial mixed, some children of blue-collar workers and some higher SES	4	39	13 (14)	4	aides	1	principal
		5	50	14			2	teachers
		6	34	14				
E	medium to large city, governmental center	4	87	28 (30)	8	parent volunteers	1	principal
		5	83	28 (30)			1	unit leader
F	rural (pop. 707)	4	61	18 (20)	6	teachers	1	principal
		5	62	20	4	aides	1	unit leader

Note: Parentheses indicate number of pupils initially selected to receive conferences where different from the number remaining at the school during the entire field test.

carried out if the agenda from the on-site in-service program showed that the leaders saw the film, read the user's manual, and participated in at least a 3- to 4-hour training session and simulation.

Satisfactory fulfillment of Requisites 2 through 6 dealing with selection of children to receive conferences and with record keeping was assumed if the schools returned the appropriate data for each student to the Center for analysis. Requisites 7 through 12 dealing with procedural aspects of program implementation were monitored by on-site visitations. The monitoring procedures and instruments will be discussed in conjunction with the evaluation of the product objectives.

The three product objectives for the adult target group were assessed following training and during program implementation as shown in Table 2. To find out whether the adults understood the motivational theory, principles, and procedures as presented in the inservice materials, a multiple-choice test (Appendix B) was administered by local coordinators following training. Of interest was whether the adults trained by local coordinators could perform as well as adults trained by specialists. For this reason, the scores of the conference leaders on aspects of the test related to the three product objectives were compared to those of an "ideally trained" group. The latter group had received a training session conducted by members of the R & D staff who had been instrumental in the development and validation of the independent reading conference program (see Frayer & Sorenson, 1971).

The evaluation plan also called for the assessment of the adults' application of motivational principles and procedures during implementation of actual conferences. Fifteen different applications of the principles were identified as advantageous to successful conferences, and a rating scale was developed to assess implementation of the principles. Leaders cooperated by tape-recording conferences during two one-week periods. The directions to the conference leaders, the rating form, and an explanation of the 15 rating categories are shown in Appendix C.

The instrument used in monitoring implementation of the program is in Appendix D. The on-site visitations served two purposes: (a) to determine whether requisite conditions regarding procedures were met and (b) to describe the implementation of the program more fully for each site. An R & D Center staff member thoroughly knowledgeable in the program and product objectives interviewed most of the 60 conference leaders.

Finally, all local coordinators and conference leaders were asked to respond to the questionnaire in Appendix E. This instrument was used both to assess the usability of the program and its components and to determine what changes and additions were perceived as necessary to increase the effectiveness of the product.

Pupil Target Group

Pupil performance was evaluated both with respect to the primary objectives related to amount of reading and attitude toward reading and the secondary objectives related to reading skills or achievement and continuing effects of the independent reading conferences. The design of the evaluation for the pupil

Table 2. Assessment Procedures for Adult Target Group

Objective	Assessment time	
	Following Training	During Implementation
1. Demonstrate knowledge of motivational theory	Multiple-choice test	———
2. Understand application of motivational principles in conferences	Multiple-choice test	Conference recorded, transcribed, and rated
3. Understand procedures for implementing conferences	Multiple-choice test	Implementation monitored on site

Table 3. Within-Site Implementation Design

Dates	Procedure		
Sept. 21 - Nov. 11	Collect baseline data on amount of reading		
Nov. 12 & 13	Identify conferees and randomly assign to groups		
	Group 1	Group 2	Group 3
Nov. 16	Administer attitude and achievement tests, introduce new books		
Nov. 16 - Dec. 18 Jan. 4 - Jan. 29	Hold conferences, collect reading data	Hold conferences, collect reading data	
Feb. 1 - Mar. 26		Hold conferences, collect reading data	Hold conferences, collect reading data
Mar. 29 - Apr. 2	Administer attitude and achievement tests		

target group in a single school is outlined in Table 3; it was replicated in the remaining schools. Students selected to receive conferences, as described below, were divided randomly into three treatment groups to participate in the conference program at various times and for different lengths of time. This design permitted the evaluators to gain additional information about the effects of varying length of conference period and, with the provision that two-thirds of the students had conferences during each of the eight-week periods, enabled schools to schedule conference leaders' time efficiently. Selection, randomization, and data collection procedures outlined in Table 3 were carried out in all six sites.

All students in the participating grades in each school maintained lists of books completed during an eight-week baseline data collection period. At the end of the baseline period, R & D Center staff visited each of the six schools to randomly assign to the three treatment groups the students identified to receive conferences. One-third of the students, or a minimum of 30, from each participating unit or grade were identified as those who read fewer books than their peers. The total number of students in each school and the number receiving conferences are shown for each unit or grade in Table 1. Student Record Sheets, contained in Appendix F, were kept during the baseline period and the two conference periods as a basis for assessing attainment of the first primary objective for students, increased reading. Attitudes toward reading and reading skill or achievement were assessed prior to the first conference period and again 16 weeks later, after both eight-week conference periods had been completed. To assess attitudes, students in Grades 2 and 3 were given the Primary Pupil Reading Attitude Inventory (PPRAI) (Askov, 1970), and students in Grades 4-6 listed four gift preferences and four favorite free-time activities since no formal instrument was available. The PPRAI and directions for attitude assessment in Grades 4-6 are presented in Appendix G. Reading achievement was measured by various levels of the Gates-MacGinitie Reading Tests, Primary B for second-grade students, Primary C for third graders, and Survey D for fourth, fifth, and sixth graders.

All of the selected students had conferences with an adult once a week for at least eight weeks, the period shown effective in prior research. Students assigned to Group 2 received conferences for 16 weeks. Throughout the period in which they conferred, children maintained the Student Record Sheets, entering the title and completion date of each book read. Conference leaders kept information about the conferences and the

children's progress and interest on Conference Record Cards; a card for the first eight-week period is shown in Appendix H. During on-site monitoring of program implementation adult conference leaders were asked whether students read more frequently after assigned tasks were completed and whether the increases in reading brought about by the conferences continued after the conference period ended.

III
Effect of the Program on the Adult Target Group

The results of the evaluation of the adult target group for each of the three product objectives, for the requisites, and for the question of product usability are discussed in this chapter. As outlined in Table 2, the assessment procedures for the adults occurred in two phases—immediately following training and during implementation. All three objectives, (a) knowledge of motivational theory, (b) understanding the application of motivational principles, and (c) understanding the procedures for implementation, were assessed immediately following training. Objectives 2 and 3 were assessed also during implementation.

Evaluation Following Training

Local coordinators planned and conducted inservice training programs for adult conference leaders. Two schools, D and E, reported following the agenda recommended in the coordinator's manual. Formal agendas received from three other schools followed the recommended agenda with minor variations described below. In School F no formal inservice training beyond viewing the film was provided for conference leaders. Instead, leaders received the user's manual and a summary of the information provided to local coordinators. Thus, in five of the six schools, the training program provided for adult conference leaders met the first requisite for satisfactory implementation.

To assess conference leaders' attainment of Objectives 1, 2, and 3 immediately following training, a multiple-choice test (Appendix B) was administered by the local coordinators. Mean scores on the total test as well as on the three subtests related to motivational theory, application of principles of motivation in conferences, and implementation of the program procedures are given in Table 4 for conference leaders at each of the six schools and an "ideally trained" group whose scores on the same test served as the standard for evaluating conference leaders. Inspection of the means on the total test indicates that two schools exceeded the mean of the standard and four schools fell below. Separate analyses were done for each subscore and the total score. In each case, one-tailed t tests compared the means for six individual schools to the standard to determine whether performance was below standard in any school. Significance at the .01 level was required on any particular t test; the .01 level was chosen to approximate .05/6 so that the probability of falsely concluding that some school performed below the standard was about .05. Obtained t values are presented in Table 5. In Schools A-D conference leaders demonstrated knowledge of motivational theory, properly identified instances of application of the principles in conferences, and showed understanding of the procedures of implementation about as well as did members of the standard group. In School E, conference leaders' test performance was significantly below the standard on all subtests and the total test, while conference leaders in School F were below the standard on the theory subtest and the total test. School F's comparatively poor results may be attributed to the incomplete inservice education program in that school. These outcomes of staff development are related to each school's implementation in the following section.

Evaluation of the Implementation Process

Understanding of the application of motivational principles such as reinforcement, feedback, and modeling (Objective 2) was further assessed during implementation. The leaders in each of the schools simultaneously

Table 4. Mean Scores on Test Administered to Conference Leaders After Inservice Training

Group	N[a]	Scores: Theory (8 Items)	Application: Principles (9 Items)	Implementation: Procedures (11 Items)	Total Test (28 Items): Mean	Total Test (28 Items): Median
School A	6	5.50 (3)[b]	7.00 (6)	9.00 (5)	21.50 (4)	21.5
School B	11	6.00 (7)	7.55 (10)	8.91 (8)	22.45 (10)	22
School C	19	5.68 (11)	5.74 (11)	8.32 (12)	19.74 (10)	21
School D	7	5.57 (5)	5.71 (5)	9.00 (6)	20.29 (5)	20
School E	11	4.64 (2)	4.73 (4)	5.91 (2)	15.27 (0)	17
School F	8	4.75 (1)	5.75 (4)	7.75 (5)	18.25 (2)	17
Standard	93	6.38	6.15	8.77	21.30	

[a]The discrepancy between the number of conference leaders reported here and that shown in Table 1 is due to absenteeism and the training of additional back-up staff.

[b]The numbers in parentheses indicate the number of leaders whose scores equalled or exceeded the standard.

Table 5. Results of Statistical Tests Comparing Local Leaders' Test Performance to Standard

Group	N	t Values: Theory (Objective 1)	Application: Principles (Objective 2)	Implementation: Procedures (Objective 3)	Total Test
School A	6	-1.5237	1.1275	.3327	0.1325
School B	11	-0.8624	2.4904	.2671	1.0565
School C	19	-2.0672	-0.9259	-1.0724	-1.7984
School D	7	-1.5425	-0.6289	.3704	-0.7517
School E	11	-4.0240*	-2.4835*	-5.2628*	-5.3353*
School F	8	-3.4816*	-0.6332	-1.7766	-2.4998*

*$p < .01$

tape-recorded their conferences for one week in both the first and second eight-week periods. Unfortunately, the fact that conferences were conducted simultaneously by different leaders resulted in their taping only a portion of the total number of conferences conducted these weeks. Mechanical difficulties further reduced the number of tapes rated.

All available tape recordings of conferences held in each of the two eight-week conferences were independently evaluated by two raters. Rater 1 was a former elementary school teacher familiar with the IGM system. Rater 2 was also familiar with the motivation system and had previously rated conference tapes from the independent reading program. For each conference the use of each of 15 different principles or activities was rated on a 0-5 scale for a maximum total rating of 75. Each total was then converted to a score of 1 to 5 reflecting the extent of application of the principles (1 = low implementation, 3 = average implementation, and 5 = excellent implementation), and a mean conference rating was determined for each school.

Table 6, showing the average and the range of ratings for each tape set, indicates that the quality of conferences varied within and between schools. An analysis of variance performed on ratings of the complete sets of tapes from Schools A, D, and E (Table 7) showed significant differences among schools

Table 6. Mean Ratings of Conferences Recorded

School		First 8 Weeks			Second 8 Weeks		
		Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
A	Number of Conferences	10	10	10	14	14	14
	Mean Rating	3.70	3.60	3.65	3.79	3.50	3.64
	Range	3-4	3-5		3-5	3-4	
B	Number of Conferences	---[a]	---	---	8	8	8
	Mean Rating				3.00	2.38	2.69
	Range				2-4	2-3	
C	Number of Conferences	---[a]	---	---	27	27	27
	Mean Rating				2.96	2.85	2.90
	Range				1-5	1-4	
D	Number of Conferences	25	25	25	23	23	23
	Mean Rating	3.88	2.96	3.42	3.83	3.13	3.50
	Range	2-5	2-4		3-5	2-4	
E	Number of Conferences	13	13	13	9	9	9
	Mean Rating	2.92.	2.62	2.77	2.60	2.30	2.45
	Range	2-4	1-4		2-4	2-3	
F	Number of Conferences	---[b]	---	---	4	4	4
	Mean Rating				2.25	2.75	2.50
	Range				1-3	2-4	

[a]Tape too garbled to be heard.
[b]School F reported that these tapes were lost.

Table 7. Analysis of Variance of Mean Ratings in Conferences in Schools A, D, and E

Source	*df*	*MS*	*F*	
Among Schools	2	10.25	24.45*	
Between Conference Periods	1	.00	.00	NS
Between Raters	1	7.84	18.70*	
School x Conference Period	2	.05	.12	NS
School x Rater	2	1.79	4.28	NS
Conference Period x Rater	1	.00	.00	NS
School x Conference Period x Rater	2	.17	.42	NS
Error	174	.42		

*$p < .01$

Table 8. Relative Rank Orderings by School of Conference Leaders' Performance on Knowledge and Application of Motivational Theory and Principles

School	Rank Order of Mean Score on Theory and Principles of Motivation	Rank Order of Mean Conference Rating
A	2	1
B	1	4
C	3	3
D	4	2
E	6	6
F	5	5

and between raters; the former reflects the consistently lower ratings for tapes from School E, and the latter reflects overall lower tape ratings by Rater 2. The data in Table 7 also indicate that conference quality was stable over the two conference periods. Rater consistency, tested at the .05 level by requiring at least one interaction significant at the .01 level, is also shown.

When preimplementation test performance, as reflected by the combined means on knowledge of theory and application of motivation, is related to application of the procedures in practice, a moderate degree of correspondence is noted. Rank orderings in Table 8, based only on the second eight-week period because of missing data in the first period, indicate that the two groups of conference leaders who demonstrated the least knowledge on the test also had the lowest ratings for application of motivational principles. The discrepancy between School B conference leaders' test performance and practical application may be explained by the turnover in high school conference leaders and lack of systematic training of the replacements. It is interesting to note that parents and aides were among the top and bottom performers in both test and conference implementation.

On-site monitoring of implementation to assess attainment of Objective 3 was carried out during the conference periods. The monitoring form (Appendix D) includes items related to Requisites 7-12 for program implementation. Results of the monitoring of these six requisites and the requisite involving the inservice program are summarized for each school in Table 9. The schools met all the criteria for program implementation except that School F, as discussed earlier, failed to provide a formal inservice session.

In addition to the minimum requirements, desirable practices needed to be identified in the schools. The monitoring indicated that the supply of books was changed regularly or else books for conferences were selected by individual children from the school IMC. In all cases, professional staff members rated the reading level of the books. Leaders reported that conferences generally lasted 5-15 minutes, although a longer conference was necessary occasionally. Variations among schools in methods of implementation are discussed below.

In School A, the individual conference program was implemented in Grades 2 and 3. The school is located in a small city and serves a population of 70% professional or self-employed parents. A unit leader and unit teacher attended the local coordinator's training program, and they, in turn, trained two additional unit staff members and the four volunteer mothers who would be regularly conducting conferences. The training program was conducted in two sessions one week apart. The first session was brief, designed to provide only an overview of the program and an opportunity to distribute the user's manual for study during the week. Session 2 lasted two hours and included discussion of the program and its implementation as well as viewing of the film. Conference leaders in School A demonstrated attainment of Objectives 1-3 following training by achieving above-standard scores on the multiple-choice test.

On-site rating of the program implementation was also positive. A seminar room near the IMC was used for conferences. Although a child who seemed to want a very large selection of books would be taken to the library, this procedure was rarely necessary because

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Table 9. Attainment of Requisites

School	Criteria for Implementation						
	Inservice Program (1)	New Books Provided (7)	Broad Range of Book Difficulty (8)	Child Checkout Possible (9)	Fairly Secluded Conference Area (10)	Leader Freed for Conferences (11)	Regular Weekly Conferences (12)
A	1	1	1	1	1	1	1
B	1	1	1	1	1	1	1
C	1	1[a]	1	1	1	1	1
D	1	1	1	1	1	1	1
E	1	1	1	1	1	1	1
F	0	1[a]	1	1	1	1	1

Note: Rating of 1 indicates that school met or exceeded minimum criterion; rating of 0 indicates that criterion was not met.

[a]New books were ordered but not all were received early in the conference period.

conference leaders spent at least 30 minutes prior to each block of conferences selecting a number of books for each child to examine. Conference leaders reported that children would usually be able to choose at least one book from a selection of ten or so but were not happy to choose from a smaller number of books. Clearly, for this school considerable effort was put forth to insure a successful implementation; the conferences themselves, as was noted, were rated higher than those observed in other schools.

School B serves the population in and near a small town. Members of the local chapter of Future Teachers of America were trained by the principal and two unit leaders who had attended the coordinator's meeting. In addition the school's IMC director and her aide were trained as "back-up" conference leaders. Due to the conference leaders' school schedules, not all of them were able to hold conferences throughout the 16-week period, which resulted in some of the children having different conference leaders during the 16 weeks of conferences.

Close involvement of the IMC director in the conference program insured implementation that was excellent aside from the scheduling problems. The IMC director assisted in obtaining books but noted difficulty in identifying an adequate number of second- and third-grade books on space, sports, and snowmobiling. Conferences were held in or near the IMC where advice or assistance in book selection was readily available when necessary. The location provided, in addition, an informal check-in point so that the IMC aide could substitute for conference leaders who did not attend the conferences. Unfortunately, this situation occurred so frequently that at least four children each week had conferences conducted by the aide; this discontinuity of conference leader is not desirable and probably contributed to conference ratings which were lower than anticipated. The discrepancy between conference performance and test results which indicated the conference leaders' excellent comprehension of theory and the program was noted earlier.

School C is located in an upper-middle to high income area of a medium-sized industrial city. The three local coordinators cooperated in presenting the inservice training program to the 18 teachers and three aides who would act as conference leaders. Conference simulation was carried out by pairs of conference leaders following training. Scores on the test administered following training showed that leaders' understanding of the reading conference program was near standard.

Although all professional and paraprofessional staff of the two units were trained, in the middle-level unit the conferences were conducted by aides during the first eight weeks and by volunteer mothers during the second eight weeks for flexibility in staff scheduling. (The film and additional copies of the user's manual were provided for the new conference leaders.) In contrast, the upper-level unit chose to have conferences conducted by the

professional staff because the unit leader felt that instructional follow-through would be inadequate with aides or volunteer mothers as conference leaders.

Aides in the middle-level unit held conferences in small rooms near the unit classrooms. Although aides generally selected books themselves, the IMC director was available and was consulted. Teachers in the upper level held conferences in their classrooms or nearby conference rooms. For both units, the anticipated supply of paperback books ordered for the conferences did not arrive due to processing delays so the IMC was the source of reading materials. From the Conference Record Cards maintained by conference leaders, it was apparent that changes in conference leader were not atypical. In a few cases, the change reflected the original conference leader's stated feeling of lack of rapport. In most cases, however, the Conference Record Cards did not include a reason for the change. Conferences taped during the second eight-week period varied widely in quality and were, in general, average or below. (Tapes from the first set of conferences consisted of a series of unrelated sentences and could not be rated.)

School D is in a large city and serves an area of mixed socioeconomic levels. Conference leaders were full-time aides who generally worked in the classrooms with the students. After their training, conducted according to the recommended agenda, the leaders' test scores indicated attainment of the three objectives (see Table 4). During the conference period, aides were freed for the blocks of time during which conferences were scheduled.

Conferences were held in a workroom near the classrooms of all the students participating in the program. Privacy during the conferences was maintained to a degree determined by the students; many chose to hang the available "Conference in Progress: Do Not Disturb" sign. A selection of books from the school's collection was maintained in the conference room and was supplemented by books from the public library bookmobile which was near the school every two weeks. The school librarian assisted one of the aides in book selection. Students could, of course, independently select books from the school library, the bookmobile, or their homes. Leaders used the motivational principles throughout the 16-week period, as shown by the ratings of taped conferences (Table 6). The decrease in range of ratings by Rater 1 and the increase in mean rating by Rater 2 between the two conference periods indicate that conference leaders used the principles with greater ease with experience.

School E is located near an industrial area of a city that is primarily a governmental center. Volunteer mothers received training as conference leaders but did not, according to test scores, meet the three objectives. Although "remediation" would have been possible, it was felt that evidence to support or reject a minimum-score requirement for conference leaders would be of value in refinement of the package, and the local coordinators were not informed of the test results.

Procedurally, implementation of the program was excellent. The IMC director secured new books—many of the high-appeal, low-difficulty type—for placement in the conference room along with books from the IMC. All conferences were held in this room which remained open so students could check out books between conferences. However, to meet scheduling requirements, two different sets of conference leaders were scheduled for the two eight-week blocks, meaning that half of them had a four-month delay between training and conducting conferences. In addition, the 16-week conference group was omitted.

Rating of the taped conferences (Table 6) showed that conference leaders did not regularly use motivational principles and conducted conferences that were less effective than those in the other schools. The scheduling of different leaders in the second eight-week block may account for the lower ratings in the second set of conferences. One of the raters reported that some conference leaders' skills did not permit them to provide assistance to students who were unable to pronounce words when reading passages aloud. Such skill deficiencies, rather than the quality of the training, could have been related to the leaders' lower scores. On the other hand, there is an apparent relationship between knowledge and implementation, whatever its cause. Mothers in another setting, by contrast, performed well. The difference in performance of the two parent groups suggests that the conference coordinator should evaluate the quality of the pool of parent volunteers before deciding to use this resource.

School F is in a small town and draws its population primarily from the surrounding area. No formal training session was held for the teachers and aides who conducted conferences although each received a user's manual and the film was shown. Since conference simulation typically occurred between pairs of leaders apart from the group rather than in a large session, discussion of the motivational principles

and program implementation was the primary omission resulting from the lack of inservice training in this school. Its importance may be inferred from the low scores on the multiple-choice test, which were significantly below those of the standard.

Conferences were usually held in the IMC or in a nearby conference room. The IMC director reported that there was a lack of below-grade-level books for students in Grades 4-6, a lack also noted by conference leaders. She had ordered, but not received, such books. Conference leaders differed greatly in their expressed attitudes toward the program with responses varying from hostility through mild annoyance, indifference, and, in one case, enthusiasm. This wide range of reactions may stem from the omission of group discussion in training during which the previous success of the program could have been emphasized. It is likely that the attitudes may also have been reflected in the conferences themselves, which were rated below average.

Evaluation of Usability

A final question of interest related to the adult target group was whether the conference leaders perceived the program as usable. Thirty-four of the 75 conference leaders and local coordinators responded anonymously to the staff questionnaire presented in Appendix E. Appendix I gives a detailed summary of the responses to this questionnaire.

One indication of usability was intent to continue or discontinue the program upon completion of the formal field test. Seventy-nine percent of the teachers answered that they would recommend and/or be pleased with continuation; all but one of the negative responses came from School F. In other words, the data suggest staff support for continuation in five of the six participating schools.

A related indication of usability is extension of the conference program to subjects other than reading. Fifty-seven percent of the respondents had used the conference techniques in subject areas other than reading. This percentage is based only on responses from regular staff members in each building.

A majority of the leaders indicated that they would follow the recommended procedures for installation and implementation in a conference program of their own. Also, respondents indicated they would collect baseline data to determine who would receive conferences, select 30 or one-third of the students for conferences, and schedule the conferences once a week for approximately 10 minutes over a period of eight weeks. Overall, therefore, the installation/implementation procedures are deemed feasible. Recommended changes in the materials included improving the film technically and adding more information both on selection of books and identification of students in need of the program.

IV
Effect of the Program on the Pupil Target Group

The results of the evaluation for the pupil target group for the two primary and four secondary objectives are presented in this chapter. Data were collected from all participating children on these objectives:

1. Children read more (more books or longer books or both).
2. Children express more positive attitudes toward reading.
3. Children's word recognition skills and reading comprehension improve.

Reading speed (Objective 4) was tested only for intermediate children.

Descriptive and inferential statistics were calculated with respect to each objective. Since instrumentation was alike within the primary levels and within the intermediate levels, analyses were performed for the combined age/grade groups within each level. Three main effects appear in all analyses of variance: change, blocks, and conference group. Change from pre- to postconference is the main effect of interest in each analysis of variance. Block effects include all the groupings over which the experimenters had no control: school, grade, and sex. Conference groups contrast the various experimental groups to which students were randomly assigned: Group 1, conferences during the first eight-week period; Group 2, conferences during both eight-week periods; and Group 3, conferences during the second eight-week period.

Determining whether the conference program leads to a significant positive change is of primary importance. Also of interest is determining whether this change occurs systematically across conference groups and blocks. Presentation of each analysis of variance is followed by tabulation of average scores for each significant effect in the analysis of variance. Means are presented separately for each school, grade, sex, and conference group in Appendix J. These cell means were based on the data for individuals; the cross-cell averages are means of cell means rather than averages of individual scores. This procedure insures equal weighting of the cells where *N*s were unequal. Because Conference Record Cards were maintained by children only when they were having conferences, all reports for number of books read are based on an eight-week period with an average of the number of books read in two eight-week periods used for students in Group 2.

The number of students in each cell is shown in Table 10. Two irregularities may be noted that led to omission of data from subsequent analyses. First, in Grade 4 of School C a number of children had been identified prior to the field test as having severe reading difficulties; 7 were described as nonreaders and an additional 12 were said to be reading at the primer level. These children were not able, according to the unit staff, to take the Survey D edition (Grades 4-6) of the Gates-MacGinitie tests and received the Primary C (Grade 3) instead. To avoid any effects related to teacher selection in the results, Grade 4 of School C was omitted from all inferential analyses; mean scores for Grade 4, however, were calculated and appear in tables with other group means. In School E, the evaluation design was not followed; specifically, no children had conferences for 16 weeks. Again, data were not included in the inferential analyses although means for the groups were calculated and reported.

In the following discussion, results for the primary objectives are given first for primary-level children, and then for intermediate-level children. Results for the secondary objectives are then described with results for primary and intermediate children.

Table 10. Number of Students by School, Grade, Sex, and Conference Group

School	Grade	Sex	Conference Group 1	2	3	No Conf.	Total
A	2	M	4	3	3		10
		F	2	2	4		8
	Total		6	5	7		18
	3	M	2	1	2		5
		F	1	4	2		7
	Total		3	5	4		12
	2-3	M	6	4	5		15
		F	3	6	6		15
	Total		9	10	11		30
B	2	M	4	7	6		17
		F	3	3	4		10
	Total		7	10	10		27
	3	M	4	6	7		17
		F	5	3	3		11
	Total		9	9	10		28
	2-3	M	8	13	13		34
		F	8	6	7		21
	Total		16	19	20		55
C	3	M	5	3	8		16
		F	2	4	2		8
	Total		7	7	10		24
	4-3[a]	M	4	8	5		17
		F	2	0	0		2
	4-4[a]	M	2	6	3		11
		F	5	3	2		10
	Total		13	17	10		40
	5	M	2	1	5		8
		F	5	3	4		12
	Total		7	4	9		20
	6	M	8	7	8		23
		F	5	6	3		14
	Total		13	13	11		37
	5-6	M	10	8	13		31
		F	10	9	7		26
	Total		20	17	20		57
D	4	M	4	3	2		9
		F	2	1	1		4
	Total		6	4	3		13
	5	M	3	3	5		11
		F	1	1	1		3
	Total		4	4	6		14

[a]Grade 4-3 indicates fourth graders who took third-grade test; 4-4 indicates fourth graders who took fourth-grade test.

Table 10 (continued)

School	Grade		Sex	Conference Group 1	2	3	No Conf.	Total
D	6		M	1	2	3		6
			F	3	3	2		8
		Total		4	5	5		14
	4-6		M	8	8	10		26
			F	6	5	4		15
		Total		14	13	14		41
E	4		M	6		3	8	19
			F	3		7	1	11
		Total		9		10	9	28
	5		M	6		4	7	17
			F	3		5	3	11
		Total		9		9	10	28
	4-5		M	12		7	15	34
			F	6		12	4	22
		Total		18		19	19	56
F	4		M	4	5	5		14
			F	0	2	2		4
		Total		4	7	7		18
	5		M	4	5	3		12
			F	3	1	4		8
		Total		7	6	7		20
	4-5		M	8	10	8		26
			F	3	3	6		12
		Total		11	13	14		38

Primary Objectives

Pupils low in motivation for independent reading were expected to increase their amount of reading during conferences and to show improved attitudes toward reading. The baseline amount of reading was determined for each child during an eight-week period prior to the beginning of conferences. Preconference attitude toward reading was assessed at the end of the eight-week baseline period; postconference attitude was assessed at the end of the second eight-week conference period.

Pupils at the Primary Level

Data from second graders in Schools A and B and third graders in Schools A, B, and C were used in the analyses discussed below.

An analysis of variance of the number of books read at the primary level (Table 11) indicated significant change from the preconference period to the conference period; thus, the null hypothesis that independent reading conferences do not change the amount of reading was rejected. Inspection of means in Table 12 reveals that an average of 5.5 more books were read during the conference period than the baseline. The significant interaction of Change and Schools suggests that the degree of change from preconference to conference reading varied among schools. Although the effect of conference group was not significant, it may be noted from Table 12 that Group 2 pupils, who had conferences for 16 weeks, showed a greater change in the average number of books read over an eight-week period than did pupils having conferences for only eight weeks. From the means

Table 11. Analysis of Variance of Change in Number of Books Read from the Preconference Period to the Conference Period, Grades 2 and 3

Source	*df*	*MS*	*F*	*p*
Change (after all other effects)	1	2682.34	108.19	.0001*
Change X Blocks	9	83.11	3.35	.002*
Change X School	2	258.39	10.42	.0001*
Change X Sex	1	17.11	0.69	.41
Change X Grade	1	7.56	0.31	.58
Change X School X Sex	2	36.98	1.49	.23
Change X School X Grade	1	11.00	0.44	.51
Change X Grade X Sex	1	26.01	1.05	.31
Change X School X Grade X Sex	1	95.58	3.86	.052
Change X Conference Groups	2	50.04	2.02	.14
Change X Conference Groups X Blocks	18	37.47	1.51	.11
Change X Subjects within cells (error)	79	24.79		

*$p < .05$

Table 12. Mean Amount of Preconference and Conference Reading and Mean Change in Number of Books Read by Grade, School, and Conference Group, Grades 2 and 3

Grade	School	Mean Preconference No. of Books	Mean Conference Period No. of Books	Mean Change in No. of Books by Conference Group			Mean Change in No. of Books
				1	2	3	
2	A	1.85	11.24	9.50	9.50	9.17	9.39
	B	4.03	8.12	2.54	5.24	4.50	4.09
	Mean	2.94	9.68	6.02	7.37	6.83	6.74
3	A	1.92	8.19	6.25	10.56	2.00	6.27
	B	5.43	9.20	.88	4.71	5.74	3.77
	C	.41	5.28	5.50	5.54	3.56	4.87
	Mean	2.59	7.56	4.21	6.94	3.77	4.97
Primary-Level Mean	A	1.88	9.71	7.88	10.03	5.58	7.83
	B	4.73	8.66	1.71	4.97	5.12	3.93
	C	.41	5.28	5.50	5.54	3.56	4.87
	Mean	2.34	7.88	5.03	6.85	4.75	5.54

presented in Table 12 it may be noted that students in School A made the greatest absolute increase in number of books read but students in School C read nearly 13 times as many books during conferences as during the baseline period. In School A, during-conference reading was over five times that of baseline; in School B, about double baseline. Cell means for each grade, school, sex, and conference group are given in Appendix Table J-1.

Attitudes toward reading, measured by the PPRAI, a forced-choice technique, did not

Table 13. Analysis of Variance of Preconference/Postconference Change in Attitude Toward Reading, Grades 2 and 3

Source	*df*	*MS*	*F*	*p*
Change (allowing for other effects)	1	60.68	3.62	.06
Change X Blocks	9	32.60	1.94	.06
Change X Conference Groups	2	36.26	2.16	.12
Change X Conference Groups X Blocks	18	40.80	2.43	.004*
Change X Conference Group X School	4	49.36	2.95	.03*
Change X Conference Group X Sex	2	38.87	2.32	.11
Change X Conference Group X Grade	2	56.99	3.40	.04*
Change X Conference Group X School X Sex	4	49.19	2.94	.03*
Change X Conference Group X School X Grade	2	59.87	3.57	.03*
Change X Conference Group X Grade X Sex	2	4.43	0.26	.77
Change X Conference Group X School X Grade X Sex	2	9.91	0.59	.56
Change X Subjects within cells (error)	79	16.76		

*$p < .05$

Table 14. Mean Preconference Attitude Score and Mean Change in Attitude by Grade, School, and Conference Group, Grades 2 and 3

Grade	School	Mean Preconference Attitude Score	Mean Change in Attitude by Conference Group			Mean Change in Attitude
			1	2	3	
2	A	5.32	1.50	-1.83	2.08	.58
	B	5.67	.21	6.86	1.25	2.77
	Mean	5.49	.85	2.51	1.66	1.67
3	A	4.75	- .50	- .50	.00	- .33
	B	6.20	- .58	-2.08	1.21	- .48
	C	7.47	- .60	- .29	1.50	.20
	Mean	6.14	- .56	- .96	.90	- .20
Primary-Level Mean	A	5.03	.50	-1.17	1.04	.12
	B	5.93	- .18	2.39	1.23	1.14
	C	7.47	- .60	- .29	1.50	.20
	Mean	6.14	- .43	.31	1.26	.49

change significantly overall from pre- to postconference testing as a function of conferences alone, but were related to differences in school, grade, sex, and conference group (Table 13). Variations in change in attitude within school may represent an effect of conference leader-pupil assignment which was not investigated. Mean changes in attitudes (Table 14) were generally positive for students in Grade 2 and negative for Grade 3. All negative attitude changes are associated either with the first conference period (Group 1) or the 16-week period (Group 2). Apparently the group starting conferences later indicated uniformly positive change in attitude. Cell means for each grade, school, sex, and conference group are given in Appendix Table J-2.

Pupils at the Intermediate Level

Due to the irregularities in program implementation and data collection, analyses for Grades 4-6 are not based on data from all participants in the four schools (C-F) whose students in those grades had conferences. For analyses of variance of the changes in amount of outside reading, data from students in the following schools and grades were available: School C, Grades 5 and 6; School D, Grades 4-6; School F, Grades 4 and 5. The analysis of variance of changes in attitude involved students from Schools D and F only.

Number of books read by students in Grades 4-6 showed significant positive change as a result of the conferences (Table 15). Effectiveness of the conferences on amount of reading differed among grades, schools, and grades within schools. Inspection of Table 16 will confirm that sixth graders showed less increase than other age/grade groups. Overall, pupils in School D improved the most, but the sixth graders in School D improved less than any other grade group in any school. Differences among the three conference groups favored the second eight-week group but are not significant. Average number of books read in the eight weeks prior to conferences, average conference-period reading, and mean change in number of books read are given in Table 16. Amount of preconference reading was highest in School D, with all but three of the students selected for conferences reading from three to seven books in the preconference period; at other schools, three books were typically the maximum read by the children selected for conferences. Cell means for number of books read are given in Appendix Table J-3. During conferences, intermediate grade students read, on the average, more than double the number of books they had read prior to conferences. This effect was noted even in School D where a large number of books had been read in the preconference period. In School F, where 14 of the 38 children read no books prior to conferences and no student selected to receive conferences had read more than three books during the preconference period, the increases in amount of reading were also large. The fourth graders in this school read, on the average, nearly four times as many books during conferences as they had in the preconference period, while fifth graders read six times as many. Fourth graders in School C, not included in the analysis of variance, read nearly three times as many books during conferences as they read in the previous eight weeks; this increase is striking since nearly half of the students had been previously considered non-readers or very poor readers, a judgment supported by the fact that 20 of the 40 fourth-grade students read no books during the baseline period as well as by the students' test scores.

To assess intermediate students' attitudes toward independent reading, each student was asked to list four things he would most like to receive as gifts and the four activities he preferred to do in his spare time. Thus, two indicators, each with a range from 0 to 4, were obtained. Only Schools D and F returned complete information on attitude toward reading. In these two schools change in attitude as a result of conferences was significant, as was the interaction of the change in attitude with conference group and schools (Table 17). The number of times a book was listed as one of four preferred gifts increased at all grade levels (Table 18). Whereas almost no children listed books before the conference program, three out of four indicated this preference after participating in conferences. Changes in listing reading as a preferred activity were of smaller magnitude. Higher order interactions make interpretation of the significant change in attitude as a result of conferences difficult.

Descriptive information is available (Appendix Table J-4) from the schools whose data were incomplete and therefore not included in the inferential analysis. It may be noted that the positive effect of the conferences on preference for a book as a gift also occurred in Grade 4 of School C and in the two conference groups in School E. Students in School E who did not have conferences because of a mix-up in following the design of the study either showed no change or decreased the number of books listed. In Grade 4 of School C not all groups showed changes in listing reading as a preferred free-time activity, but the changes that did occur were positive. In School E, students who had conferences generally showed either no change or a decreased preference for reading as a free-time activity. Boys who did not have conferences showed an even greater decrease than those who had conferences; girls who did not have conferences did not change their preferences for reading as a free-time activity.

Table 15. Analysis of Variance of Change in Number of Books Read from the Preconference Period to the Conference Period, Grades 4-6; Schools C, D, and F

Source	*df*	*MS*	*F*	*p*
Change (allowing for all other effects)	1	1669.90	140.70	.0001*
Change X Blocks	13	68.98	5.81	.0001*
Change X Sex	1	0.97	0.08	.78
Change X Grade	2	192.42	16.21	.0001*
Change X School	2	72.74	6.13	.003*
Change X School X Grade	2	127.49	10.74	.0001*
Change X Sex X School X Grade	6	18.41	1.55	.17
Change X Conference Groups	2	12.24	1.03	.36
Change X Conference Groups X Blocks	25	16.26	1.37	.14
Change X Subjects within cells (error)	95	11.86		

*$p < .05$

Table 16. Mean Amount of Preconference and Conference Reading and Mean Change in Number of Books Read by Grade, School, and Conference Group, Grades 4-6; Schools C, D, and F

Grade	School	Mean Preconference No. of Books	Mean Conference Period No. of Books	Mean Change in No. of Books by Conference Group			Mean Change in No. of Books
				1	2	3	
4	C	1.91	5.78	4.77	3.45	3.38	3.87
	D	4.22	10.12	3.37	7.33	7.00	5.90
	F	2.00	7.75	5.98	5.32	5.95	5.75
	Mean	2.71	7.88	4.71	5.37	5.44	5.17
5	C	1.58	2.75	1.25	.67	1.60	1.17
	D	6.32	14.63	7.33	3.50	14.10	8.31
	F	.92	6.50	6.92	5.40	4.42	5.58
	Mean	2.94	7.96	5.17	3.19	6.71	5.02
6	C	1.58	2.95	1.08	1.67	1.38	1.37
	D	4.44	5.13	.83	.58	.67	.69
	F	2.68	6.42	3.61	3.23	4.39	3.74
	Mean	2.90	4.83	1.84	1.83	2.15	1.93
Intermediate-Level Mean	C	1.69	3.83	2.37	1.93	2.12	2.14
	D	5.00	10.47	3.68	3.81	7.23	5.47
	F	2.68	6.42	3.61	3.23	4.39	3.74
	Mean	3.12	6.91	3.22	2.97	4.58	3.78

Table 17. Multivariate Analysis of Variance of Preconference/Postconference Change in Attitude Toward Reading, Grades 4-6; Schools D and F

Source	*df*	Significance		
		Multivariate	Univariate	
			Gift of Book	Reading in Free Time
Change (allowing for other effects)	1	.0001*	.0001*	.008*
Change X Blocks	9	.07		
Change X Conference Groups	2	.06		
Change X Conference Groups X Blocks	17	.007*	.29	.0003*
Change X Conference Group X Sex	2	.11		
Change X Conference Group X Grade	4	.40		
Change X Conference Group X School	4	.02*	.03*	.01*
Change X Conference Group X Interaction	7	.008*	.68	.0004*
Change X Subjects within cells (error)	30			

*$p < .05$

Secondary Objectives

For the pupil target group, secondary objectives related to improved vocabulary and comprehension, as well as increased reading speed, were assessed by administration of alternate forms of the Gates-MacGinitie Reading Tests. Children of primary-school age were tested only on vocabulary and comprehension subtests, whereas intermediate-grade children took tests of speed and accuracy as well. The tests were administered during the weeks of November 16, 1970, and March 29, 1971; thus, without taking into account regression effects, grade score gains of approximately four months could be expected to occur. While raw scores were used in the analysis of variance, for descriptive statistics the raw score averages were converted to grade scores for each grade.

Prior to analysis of the data related to change in reading skills, Dr. Robert Chester of the R & D Center staff was asked to describe changes that might be expected from a series of conferences about independent rather than school-related reading. With 16 weeks in which to build new reading habits with regular encouragement from an adult, children in Group 2 would be expected to show the greatest progress; children in Group 1, with eight weeks of conferences and eight additional weeks to continue reading at the higher rate, would be second in amount of gain in vocabulary and comprehension. Speed and accuracy scores, available only for intermediate-level children, could be raised just by increasing the amount of reading done, according to Dr. Chester; higher speed scores would be related to independence of the child as well as to amount of reading.

Two other secondary objectives were related to pupils' reading habits: more frequent occurrence of reading in free time and continued reading after conferences were discontinued. Attainment of these objectives was assessed informally in discussions with local coordinators, IMC directors, and conference leaders.

Pupils at the Primary Level

Analysis of variance showed significant improvement in both vocabulary and comprehension as a result of the conferences (Table 19). On the average, gains of about four raw score points were observed on each test; these convert to grade score gains of three and four months from the two subtests and age/grade groups (Table 20).

There was a significant variation in the gains as a function of grade and school. From the mean scores in Table 20, it may be seen that pretest averages for pupils in Grade 2 were about at grade level and for Grade 3,

Table 18. Mean Preconference and Postconference Attitude Toward Reading and Mean Change in Attitude by Grade, School, and Conference Group, Grades 4-6; Schools D and F

		Listing Book as Desired Gift						Listing Reading as Free-Time Activity					
		Mean Pre-conference Score	Mean Post-conference Score	Mean Change by Conference Group			Mean Change	Mean Pre-conference Score	Mean Post-conference Score	Mean Change by Conference Group			Mean Change
Grade	School			1	2	3				1	2	3	
4	D	.00	.71	.88	.50	.75	.71	.29	.55	.38	-.33	.75	.26
	F	.13	.87	1.28	.60	.35	.74	.13	.19	.33	-.15	.00	.06
	Mean	.06	.78	1.08	.55	.55	.72	.21	.39	.35	-.24	.37	.16
5	D	.00	1.07	1.83	.67	.70	1.07	.17	.59	1.67	.00	-.40	.42
	F	.03	.86	.75	1.20	.54	.83	.17	.13	-.21	.10	.00	-.04
	Mean	.01	.86	1.29	.93	.62	.85	.17	.36	.73	.05	-.20	.19
6	D	.00	.44	.33	.83	.17	.44	.11	.28	.17	.33	.00	.17
Inter-mediate-Level Mean	D	.00	.74	1.01	.67	.54	.74	.22	.50	.74	.00	.12	.28
	F	.08	.87	1.02	.90	.44	.79	.15	.16	.06	-.02	.00	.01
	Mean	.04	.80	1.01	.78	.49	.76	.18	.32	.40	-.01	.06	.14

Table 19. Multivariate Analysis of Variance of Preconference/Postconference Changes in Raw Scores on Standardized Vocabulary and Comprehension Tests, Grades 2 and 3

Source	*df*	Significance Levels		
		Multivariate	Univariate	
			Vocabulary	Comprehension
Change (after allowing for other effects)	1	.0001*	.0001*	.001*
Change X Blocks	5	.003*	.0003*	.20
Change X School	2	.005*	.002*	.07
Change X Sex	1	.57		
Change X Grade	1	.16		
Change X School X Sex	2	.31		
Change X School X Grade	1	.002*	.0008*	.11
Change X Grade X Sex	1	.11		
Change X School X Grade X Sex	1	.54		
Change X Conference Groups	2	.56		
Change X Conference Groups X Blocks	18	.25		
Change X Subjects within cells (error)	79	--		

*$p < .05$

Table 20. Mean Preconference and Postconference Vocabulary and Comprehension Scores and Mean Preconference/Postconference Gain, Grades 2 and 3

Grade	Schools	Vocabulary Test			Comprehension Test		
		Preconference Mean	Postconference Mean	Mean Gain	Preconference Mean	Postconference Mean	Mean Gain
2	A and B	25.57 (2.3)	32.30 (2.7)	6.73	15.91 (2.2)	21.10 (2.6)	5.20 (.4)
3	A, B, and C	30.91 (3.4)	34.26 (3.7)	3.35	28.24 (3.5)	31.32 (3.8)	3.08 (.3)

Note: Grade scores are given in parentheses.

above grade level. Overall, second graders made greater gains than third graders. Mean socres by grade, school, sex, and conference group are shown in Appendix Table J-5. Children in School A, particularly in Grade 2, made greater gains than children in other schools, especially in vocabulary, thus accounting for the significant interaction in Table 19. It is noteworthy that School A's implementation was among the most highly rated.

School staff reported greater incidence of conferee's reading during free time, particularly at Schools A and B. Due to changes and expansion of the IMC at School A, it was not possible to determine whether increased library use was due to the conferences or to the facility changes. At School B the IMC director reported definite increases in children's free-time reading and library use.

Pupils at the Intermediate Level

The analysis of variance of standardized test scores of students in Grades 4-6 (Table 21) indicated that the change from preconference to postconference reading performance

Table 21. Multivariate Analysis of Variance of Preconference/Postconference Changes in Raw Scores on Standardized Tests, Grades 4-6; Schools C, D, and F

Source	*df*		Significance Levels				
			Multivariate	Univariate			
				Vocabulary	Comprehension	Speed	Accuracy
Change (after allowing for other effects)	1		.001*	.01*	.01*	.01*	.01*
Change X Blocks	13		.0001*	.02*	.0004*	.001*	.025*
Change X Sex		1	.14				
Change X Grade		2	.006*	.02*	.03*	.94	.45
Change X School		2	.0001*	.38	.005*	.0001*	.0002*
Change X School X Grade		2	.11				
Change X Sex X Grade		2	.002*	.31	.0008*	.15	.42
Change X Sex X School		2	.08				
Change X Sex X Grade X School		2	.89				
Change X Conference Groups	2		.34				
Change X Conference Groups X Blocks	25		.20				
Change X Subjects within cells (error)	95						

*$p < .05$

Table 22. Mean Preconference and Postconference Vocabulary, Comprehension, Speed, and Accuracy Scores and Mean Preconference/Postconference Gain, Grades 4-6; Schools C, D, and F

Test	Grade	Schools	Preconference Mean	Postconference Mean	Mean Gain
Vocabulary	4	C, D, F	21.56 (4.2)	25.87 (4.7)	4.31 (.5)
	5	C, D, F	24.61 (4.6)	26.27 (4.7)	1.66 (.2)
	6	C and D	33.63 (6.3)	34.07 (6.5)	.44 (.2)
Comprehension	4	C, D, F	24.72 (3.7)	31.77 (4.7)	7.05 (1.0)
	5	C, D, F	28.79 (4.2)	31.46 (4.6)	2.67 (.4)
	6	C and D	40.01 (6.1)	41.23 (6.5)	1.22 (.4)
Speed	4	C, D, F	14.54 (4.5)	15.16 (4.6)	.62 (.1)
	5	C, D, F	14.72 (4.5)	16.30 (4.9)	1.58 (.4)
	6	C and D	17.70 (5.4)	20.52 (6.5)	2.82 (1.1)
Accuracy	4	C, D, F	12.81 (4.4)	12.41 (4.2)	-.40 (-.2)
	5	C, D, F	12.73 (4.5)	14.87 (4.9)	2.14 (.5)
	6	C and D	17.11 (5.5)	19.63 (6.1)	2.52 (.6)

Note: Grade scores are given in parentheses.

was significant overall, and for all four variables—vocabulary, comprehension, speed, and accuracy. Raw score means and their grade equivalent conversions are presented in Table 22. It is apparent from inspection of the mean gain data that Grade 4 pupils made relatively greater improvement in vocabulary and comprehension, and Grade 5 and 6 pupils in speed and accuracy. Much larger than expected grade score gains of one year were observed for Grade 4 pupils in comprehension and for Grade 6 pupils in speed. However, lower than expected mean gains were recorded for Grade 4 in speed and accuracy. The variation in performance among the three grade levels was significant as were differences among schools and between sexes among grades.

Cell means for groups within schools are given in Appendix Tables J-6 and J-7. It should be noted that fourth-grade students in Group 2 at School D made greater gains in vocabulary than any other group made on any test, nearly doubling their preconference raw score and gaining nearly two and one-half years in grade score.

In School E, which was not included in the analysis of variance because of deviation from the experimental procedures, fourth graders who had no conferences outperformed

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those who did, while the reverse was true for fifth graders. The average of both grades in School E shows a difference in vocabulary gains favoring those who did not have conferences and little difference in comprehension scores. It may be that these differences are related to the previously discussed deficiencies of the conference leaders who may not have been able to assist students with reading skill problems. On the average, conferring students in School E showed greater gains in speed and accuracy than those students who did not have conferences, providing support for the hypothesis that these scores might be expected to increase with an increase in amount of reading.

Differences between conference groups were not significant although data for speed and accuracy were in the expected direction. Improvement in these areas was hypothesized to be directly related to the amount of reading children did during the entire 16-week experimental period. Those conferring for 16 weeks (Group 2) were expected to read most, those with eight weeks of conference immediately preceding the posttest (Group 3) the least, and those with the initial eight weeks of independent reading in which new reading habits were supposedly formed were expected to read an intermediate amount. The gains of the 16-week group were, in fact, more than double those of the other groups both for speed and accuracy, as Appendix Table J-7 indicates, and the means of the other two groups were in the hypothesized order of magnitude.

Reports of the effects of conferences on students' free-time reading were generally positive for intermediate level. Most students maintained the reading habits developed during the conference period. The librarian at School F reported that the number of books per day normally checked out was nearly doubled as an apparent result of the independent reading conferences.

V
Discussion

Success of the independent reading conferences in meeting pupil objectives of more reading, a better attitude toward reading, and improved reading skills has been demonstrated in six unique settings. Varying degrees of success resulted from different local goal emphases and different levels of attainment of adult objectives.

The relationship between conference leaders' attainment of adult objectives and students' attainment of pupil objectives was explicitly analyzed. It was found to be high for students in Grades 2 and 3 and apparent but weak for students in Grades 4-6. (Since data on conference leaders at School C were not available separately for those conferring with third graders and those conferring with fourth to sixth graders, School C was omitted from the following discussion.)

Attainment of adult objectives and attainment of pupil objectives were closely related at Grades 2 and 3. In both Schools A and B, adult test scores were above the standard. Taped conferences, however, were rated above neutral in School A but below in School B, where conference leader absences were frequent. Students at School A not only read more books during conferences than those at School B, but also showed greater percentage increases in number of books read over the number read prior to conferences. Attitude changes were similar at the two schools. Improvement in reading skills was greater at School A than at School B. It should be noted that at both Schools A and B conference leaders were not regular members of the school staff but had volunteered to participate in the conference program.

At School F, where no formal inservice training program was held, and at School E, conference leaders' test scores were significantly below the standard. Further, taped conferences at these schools were rated between low and average in motivational quality. Still, students at these two schools read more during the conference period than they had during the baseline period, in part showed more positive attitudes toward reading after having conferences, and demonstrated at least some increase in reading skills. At School D, on the other hand, test scores were very close to the standard and taped conferences were rated among the best from all six schools. Students at School D read more books during conferences than at any other school, showed consistently positive changes in attitude toward reading, and generally improved in reading skills.

The effect of differing local goal emphases would be, at best, difficult to evaluate between schools; however, different patterns of implementation were followed in School C, permitting some comparisons. At Grades 5 and 6, professional unit staff conducted conferences to insure, according to the unit leader, maximum instructional follow-through; the success of this approach is evidenced by the consistently greater average gains on standardized achievement tests by students at this school in comparison with other students at the same grade levels; however, students here read fewer books on the average and showed smaller average gains in number of books read than those to whom they were compared. Effects of the conferences on students' attitudes toward reading could not be determined.

In the third and fourth grades at School C the conferences were implemented independent of reading instruction. In both grades, vocabulary and comprehension scores increased while speed and accuracy scores, available for only half of the fourth graders, decreased. Although third graders here read fewer books than other second and third graders, during conferences they read nearly 13 times the number of books they had read during the baseline, the greatest increase of any group. For fourth graders the changes in reading were similar, with less

reading overall than in other schools but an increase from the baseline period that was larger than most fourth- through sixth-grade increases. Both third and fourth graders showed improved attitudes toward reading following the conferences. These positive changes in amount of reading and attitude toward reading occurred even with a change in conference leaders at the end of the first eight-week conference period.

Two additional positive pupil outcomes should be noted. First, at both primary and intermediate grades, teachers reported that some of the children in the conference program made greater contributions to class discussions; this effect occurred not only when the conference leader was the teacher but also when the conference leader was not a regular member of the unit staff. Second, class disruptions diminished; students who had created class disruptions in order to be rewarded by attention from the teacher apparently found that the attention of a conference leader was a good substitute reward.

Many conference leaders reported that intermediate-grade students, particularly those low in reading skills, were hard to reach. One reason given for the difficulty was cited in all schools. Easy-to-read books usually look like "baby books" and announce the low ability of the student reading or carrying them. Although each school provided some exceptions to the easy-book rule, these were usually too few to supply all children who needed them throughout the conference period. An additional source of difficulty cited in School D with low-ability students, particularly sixth graders, was described as an anti-adult attitude, an attitude which would not be unexpected from a child who had experienced failure in school situations; the success of the conference leaders in overcoming these difficulties is evidenced by the positive attitude change, consistent among fourth to sixth graders only in School D. It was also noted that positive effects of the conferences transferred to the classroom, as evidenced by teacher reports of more contributions in class and more cooperation in group activities.

Following a discussion of average changes and group gains, it is easy to lose sight of the individuals and the effects of the conferences on them. Those children selected to receive conferences had in common the characteristics of little or no reading outside of assigned classwork. Their reading skills varied widely, but were, on the average, at grade level rather than below grade level. Conference leaders suggested that better readers showed enthusiasm for independent reading after an eight-week conference period while students who did not read well initially profited from an extended series of conferences. Although statistically significant differences among conference groups were not found, there was some evidence that optimum length of conference period may be related to students' reading ability. However, since an eight-week conference period has been shown effective, the primary allocation of staff time for the program should not have to exceed this limited time.

Individual successes are dramatic—more so for second and third graders whose reading habits are still developing than for older children whose reading habits may need changing—but they are typical of the results of a well implemented program of individual conferences to increase independent reading.

Appendix A
Agenda for Coordinators' Workshop and Planning Guide for Implementation

MOTIVATION FIELD TEST
Local Leader Training
September 15, 1970
10:30 a.m. - 2:00 p.m.

10:00	Coffee available
10:30	Introduction
10:35	Quickie inservice
11:30	Description of field test design Question and answer
12:00	Lunch from menu
1:00	Details of field test Sample forms Description of achievement test How to (a) select participants (b) group participants for treatment How to treat nonparticipants
1:20	Local work groups for planning (a) inservice (b) implementation
1:45	Group exchange of questions and answers
2:00	Meeting adjourns

Meeting in Chat-a-Tete Room of Dell View Hotel on Highway 12, 3/4 mile north of Highway 12 (Lake Delton—Baraboo) exit from I90.

PLANNING GUIDE
Individual Conferences to Increase Independent Reading

CONFERENCE LEADER TRAINING

How many leaders?

How will they be selected?

How many training sessions?

When?

What kinds of conference experiences in training?
(Simulated conferences, what-would-you-have-said conditions)

CONFERENCE SPACE

How many areas needed at once?

How many available?

What other space can be used?

BOOKS

Will new books be purchased? Paperbacks?

Where will books be stored?

How often will books be rotated?

What checkout procedures will be used?

Appendix B
Multiple-Choice Test
Administered to Conference Leaders

Test Related to Adult Objectives 1, 2, and 3

THE INDIVIDUAL CONFERENCE—A MOTIVATIONAL DEVICE FOR INCREASING INDEPENDENT READING IN THE ELEMENTARY GRADES

INSTRUCTIONS: Each question has one best answer. Select the best answer and record it on your answer sheet. If you wish to change an answer, erase the incorrect answer completely.

Obj. 2 1. To provide feedback the teacher could

* A. point out how the student has improved in vocabulary.
B. read aloud to the student from an appropriate book.
C. help the student choose his next book.
D. praise the student for his efforts.

Obj. 2 2. Which conference activity does the following example illustrate?

Teacher: "From your record sheet, David, I see that you read 10 books last month."

A. goal setting
B. reinforcing
* C. providing feedback
D. keeping records

Obj. 3 3. At the beginning of the preconference planning, teachers should

* A. collect baseline data.
B. announce plan to students.
C. announce plan to parents.
D. distribute new books.

Obj. 3 4. Each conference should last approximately

A. 5 minutes.
* B. 10 minutes.
C. 15 minutes.
D. 20 minutes.

Obj. 3 5. When keeping records of books read, list

A. any book the student enjoyed.
B. books in bibliographical form.
* C. the titles of all books read.
D. one book per conference.

Obj. 3 6. Which of the following should *not* be a task of the school librarian in the conference program?

A. classifying books according to level of difficulty
* B. keeping a progress chart of the books each child has read
C. providing books in the classroom for children participating in conferences
D. providing books in the library for children participating in conferences

Obj. 2 7. To follow the principle of goal setting, a conference teacher could

* A. help students decide what to read for the next conference.
B. help students decide between animal stories and sports stories.
C. tell students how much they read since the last conference.
D. tell students how many books other children have been reading.

Obj. 2 8. The principle of goal setting should be used in conferences because

A. it makes students read many different books.
* B. it gives a feeling of success to reach a goal.
C. it is easier to see whether students are improving.
D. it provides for verbalization of prosocial values.

Obj. 2 9. The conference teacher could provide reinforcement by

A. showing the student that important people like to read.
B. correcting the student when he mispronounces a word.
C. helping students choose exciting books to read next.
* D. approving of a student's attitude toward new books.

Obj. 2 10. The conference teacher utilizes the principle of modeling by

* A. telling the student of the study method the teacher uses in reading.
B. informing the student of progress.
C. helping the student choose a book at his reading level.
D. encouraging the student to try harder.

Obj. 1 11. Interest in learning more than is required may be shown by the student who

A. returns to tasks after he has been interrupted.
B. moves quietly through and around the building.
C. pays attention to the teacher or to special presentations.
* D. works on school-related activities after school hours.

Obj. 3 12. Inservice sessions for this program should be provided

A. every month throughout the school year.
* B. at least twice for two to three hours.
C. only if teachers request them.
D. only for principals and unit leaders.

Obj. 3 13. Length of time spent in individual conferences for each student

A. should be recorded.
B. should be fixed.
* C. averages 10 minutes per week.
D. averages 20 minutes per week.

Obj. 3 14. Baseline data should be collected

A. to record progress of students during individual conferences.
B. for evaluation of students' reading achievement in conferences.
* C. for selection of students who need individual conferences.
D. to learn which students are ready to continue on their own after individual conferences.

Obj. 2 15. What motivational technique may take one-half of the total conference time in the *early* conferences?

A. modeling
B. reinforcement
C. feedback
* D. guiding choices

Obj. 1 16. Effectiveness of individual conferences in reading is

A. greater when conferences are conducted by teachers rather than by aides.
B. less than that of rewards in Grades 1 through 6.
C. greater for low-achieving students than for high-achieving students.
* D. equal to that of conferences plus rewards with first- and second-grade children.

Obj. 1 17. A student may show that he is motivated for learning subject-matter knowledge and skills by

A. giving reasons for his actions.
B. not destroying property.
* C. returning to tasks after interruption.
D. offering to help the teacher after school.

Obj. 1 18. As a result of these individual conferences a student should

* A. show an improved attitude toward independent reading.
B. model his behavior after that of his teacher.
C. show improvement in reading achievement scores.
D. read three times as many books as previously read.

Obj. 1 19. Students who show the most dramatic change as a result of conferences are those who are initially

A. high in amount of independent reading but low in reading skill.
* B. low in amount of independent reading but high in reading skill.
C. low in amount of independent reading and low in reading skill.
D. high in amount of independent reading and high in reading skill.

Obj. 3 20. When providing books for the classrooms, teachers should remember that

A. boys like science books.
B. the reading level of the books should be at grade level.
C. books should be difficult enough to provide a challenge.
* D. many paperback books are useful to give variety.

Obj. 1 21. Which of the following is *not* a technique of guilding children toward behaviors indicative of motivation?

A. bringing real-life and symbolic models into the school setting
B. utilizing a child's need to achieve control over elements of his environment
* C. creating temporary high-stress situations for sustaining goal-directed behavior
D. Reasoning with the children concerning appropriate prosocial values

Obj. 2 22. Which of the following examples best illustrates the principle of *reinforcement*?

A. "You've read two books so far this month, Michael."
B. "Do you think you can finish this book before our conference next week, Mary?"
C. "I know you enjoy animal stories, Robert. Have you read *Rabbit Hill* yet?"
* D. "You're right, Ann. Reading can be a great deal of fun!"

Obj. 1 23. In providing individual conferences in reading, teachers should

A. concentrate on reading improvement rather than attitudes.
* B. reinforce positive attitudes as well as achievement.
C. expect a measurable increase in reading scores.
D. expect failure to increase motivation in subsequent tasks.

Obj. 3 24. Conferences generally should be held

A. regularly, once a month.
* B. regularly, once a week.
C. whenever a child wants to report on a book.
D. when the teacher wants to hear a child's report.

Obj. 3 25. Effectiveness of individual conferences is measured primarily in terms of children's

A. attitude toward reading.
* B. amount of independent reading.
C. improvement in reading skills.
D. improvement in vocabulary.

Obj. 1 26. Individual conferences to increase students' motivation for independent reading are effective

A. only if used with a system of rewards.
B. to a lesser degree than a system of rewards.
* C. when they are used alone.
D. in a manner undetermined by research.

Obj. 3 27. Conferences should be held where there is

A. absolute seclusion from the class.
B. a large selection of attractive books.
C. the opportunity for the teacher to monitor her class.
* D. a fair degree of privacy for the teacher and the child.

Obj. 2 28. Which principle of motivation is best illustrated by the following conversation between a teacher and a child?

Teacher: "Would you like to be able to read faster, John?"
Student: "Well, I don't really see much reason for it."
Teacher: "President Kennedy was a very busy man, but he read several newspapers every day. He had learned to read very fast because he had to keep up with what people in the country thought."

A. setting goals
B. guiding choice
* C. modeling
D. reinforcing

Appendix C
Conference Technique Assessment: Procedures and Instruments

GPO 829-381-5

MEMO TO: Motivation Field Test Schools - Principal,
Other Local Leaders, All Conference Leaders

FROM: Debbie Stewart

DATE: December 1, 1970

RE: Recording Conferences

We are interested in getting a general idea of the nature of the individual conferences during the entire field test. This is best done through tape recording a number of conferences rather than our observing a few. We will randomly select a few of the conferences from each site for transcription; names will not be transcribed. Everyone's anonymity will be respected.

Tapes are being sent to you under separate cover. Please begin recording all conferences the day after you receive the tapes and continue for five school days. Keep the conference natural. Play down the recorder to the children. Use the slowest recording speed; use both sides of the tape(s); note on the box(es) (1) the recording speed used, (2) the number of conferences, and (3) the approximate amount of tape used (over half of one side, all of one side and about one-third of the second, etc.); return the tapes at the end of the week's recording.

I can foresee one problem: if several staff members are conducting conferences simultaneously, not all conferences can be recorded. In this case an arbitrary decision can be made as to which conference is recorded.

READING CONFERENCES RATER_____ TAPE NO. _____

SCHOOL_____ DATE_____ RATING_____

(circle one)

Principle or Activity	Rating (number of points)					
1. MECHANICS	child understands 5	4	3	2	1	child fails to understand 0
2. SELECTING BOOKS	employs student interests 5	4	3	2	1	fails to employ student interests 0
3. ENCOURAGING READING	always 5	4	3	sometimes 2	1	never 0
4. MODELING	frequently 5	4	3	infrequently 2	1	never 0
5. REINFORCEMENT	frequently 5	4	3	infrequently 2	1	never 0
6. FEEDBACK	frequently 5	4	3	infrequently 2	1	never 0
7. QUESTIONING: BOOKS	frequently 5	4	3	infrequently 2	1	never 0
8. QUESTIONING: ATTITUDE	frequently 5	4	3	infrequently 2	1	never 0
9. GIVING INFORMATION	helpful and pertinent 5	4	3	interesting but irrelevant 2	1	never 0
10. ACKNOWLEDGING CHILD'S ANSWER	always 5	4	3	sometimes 2	1	never 0
11. GENERAL BEHAVIOR	enthusiastic 5	4	3	neutral 2	1	dull 0
12. ATTITUDE DISPLAYED	positive 5	4	3	2	1	negative 0
13. ELICITING CHILD PARTICIPATION (OTHER THAN YES/NO RESPONSE)	frequently 5	4	3	infrequently 2	1	never 0
14. SHOWING INTEREST IN CHILD	a lot 5	4	3	some 2	1	none 0
15. SUBSTANCE OF CONFERENCE	devoted to both review of books read and selection of new books 5	4	3	devoted to review of books read only / devoted to selection of new books only 2	1	0

61-75 - 5 - Excellent
41-60 - 4 -
31-45 - 3 - Average
16-30 - 2 -
0-15 - 1 - Poor

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DESCRIPTIONS OF PRINCIPLES AND ACTIVITIES
USED IN RATING IMPLEMENTATION OF CONFERENCE PROCEDURES

Principle or Activity	Description
Mechanics	Explaining purpose of conference; checking record keeping; providing and explaining record-keeping material; scheduling future conferences.
Selecting Books	Finding interests of child; guiding choice of book; monitoring difficulty of possible next book; helping set goals.
Encourating Reading	Suggesting that the child read more or different kinds of books.
Modeling	Telling child about another's behavior, attitudes, or interests with the intent of providing a model that the child might imitate.
Reinforcement	Praising the child for increase in amount of reading or breadth of interest, or for improvement in reading skill or attitude.
Feedback	Informing the child about the correctness or incorrectness of his own answer or about his own behavior (amount or kind of reading) or attitudes. Informing the child about something other than his own behavior (e.g. "that word is *paradoxical*") is categorized as "giving information."
Questioning: Books	Asking about a specific book the child has read.
Questioning: Attitude	Asking child about his reading habits, skills, or attitudes. Questions about specific books are not included in this category.
Giving Information	Providing information or interpretations that do not refer to the child's behavior or the adult's behavior.
Acknowledging Child's Answer	Accepting, repeating, or rewording child's comment. Indicating simply that the teacher is listening to the child and understands what he is saying.
General Behavior	Showing enthusiasm and interest in the conference.
Attitude Displayed	Showing a positive attitude toward the child's reading program.
Eliciting Child Participation	Encouraging the child to respond to questions and to elaborate on his answers.
Showing Interest in Child	Questioning the child about his interests or projects outside of school.
Substance of Conference	Whether the conference is devoted to reviewing books read or selecting books or both.

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Appendix D
Implementation Monitoring Form

Implementation Monitoring Form

School _____

Date of Visit _____

Observer _____

1. FOR EACH CLASSROOM OR UNIT

Are new books provided at the end of baseline data period?	Yes	No	
Are books rotated or otherwise shared among classrooms or are they kept in the IMC?	IMC	Rotated	Shared
If rotated, how frequently? _____			
If shared, describe procedure and frequency.			
What is the range of book difficulty?	Some at all levels	Only 1 or 2 levels	
Who rated the reading level of books?	Trained person	Other	No one
What checkout procedures are used?	Child checkout possible	Adult help necessary	

2. FOR EACH CONFERENCE LEADER

Where do you hold conferences? Describe:	Quiet fairly secluded area	Noisy OR traffic area	Noisy AND traffic area
What other duties do you have while conferring?	None	Any	
Approximately how long does each conference last?	5-15 minutes	Less than 5 or more than 15 minutes	
How many children do you confer with each week? _____			
Are you a teacher, aide, volunteer, or other (specify)? _____			
Have any of the students changed conference leaders?	Yes	No	
If yes, why?			
Were conferences held at a regular time each week?	Yes	No	
Have you noticed children in the conference program reading more than they used to in their free time? (If response is Yes get an estimate of the number or percentage, possibly by asking for specific names. If response is No or noncommital, encourage the conference leader to be alert to children's reading habits.)	Yes	No	

3. GENERAL OBSERVATIONS

Appendix E
Staff Questionnaire

Staff Questionnaire

MOTIVATION FIELD TEST

Conference Leader Responses

School _____

Date _____

Name _____
(optional)

We would like three kinds of information from you: (1) your general reactions to the conference program, Section I below; (2) your specific comments about effectiveness of components of the program, Section II; and (3) any other comments you would like to make about any aspect of the program, Section III and the back of any pages.

Your comments will be summarized in the field test report and will be reflected in later editions of the materials. Thus, by completing this form you can contribute directly to the effectiveness of the conference program in other schools across the country.

I. GENERAL REACTIONS

Would you recommend and/or be pleased with continuation of the individual conference program on some basis?

_____ Yes

_____ No

Have you used any of the conference techniques in subject areas other than reading?

_____ Yes

_____ No

If so, what area(s)?_____

Have you used any motivational principles other than those specified for the conferences?

_____ Yes

_____ No

If so, which one(s)?_____

II. SPECIFIC COMMENTS

To fill in this part of the questionnaire, assume that your school has decided to continue the individual conference program next year using a *new group* of adult conference leaders. You have been selected to conduct the inservice training program for the new leaders and to make all decisions about how the program would be implemented.

A. Inservice Training

Would you show the film of actual conferences?

Yes, as is	Yes, with changes*	No**	
			To all types of conference leaders
			To teachers
			To aides who have worked in the school
			To inexperienced aides

*What changes would you make? length? number of conferences? nature of conferences?

**Why not?

Would you require reading and discussion of Practical Paper No. 8?

Yes, as is	Yes, with changes*	No**	
			To all types of conference leaders
			To teachers
			To aides who have worked in the school
			To inexperienced aides

*What changes would you make? content? style? length of specific sections?

**Why not?

Would you include conference practice in the training program?

Yes, with entire group	Yes, to be done independently*	No**	
			For all types of conference leaders
			For teachers
			For aides who have worked in the school
			For inexperienced aides

*Briefly describe the conferences you would have leaders practice.

**Why not?

FOR LOCAL LEADERS WHO ATTENDED LAKE DELTON MEETING:

Would you use Working Paper No. 30 in establishing the conference program?

_____ Yes, as is

_____ Yes, with changes

What changes would make the paper more useful?

_____ No

Why not?

B. Implementation

1. Would you collect baseline data to determine who would receive conferences?

_____ Yes

If *yes*, how long would you collect baseline data? _____

_____ No

If *no*, how would you decide who should receive conferences?

_____.

(skip to question 3)

2. This year 30 or one-third of the students were selected for conferences. How would you decide which children should receive conferences?

   a. Number or proportion of students
      _____ Same as this year
      _____ Lower } Specify _____
      _____ Higher }

   b. Number of books read _____ Specify _____

3. How would you provide additional books for conferees?

   _____ Buy paperbacks for classrooms
   _____ Put IMC books in classrooms
   _____ Provide more opportunity to use IMC
   _____ Other (Specify) _____

4. How long would you recommend conferences last?

   _____ Less than 10 minutes
   _____ About 10 minutes
   _____ More than 10 minutes

5. How frequently would you schedule conferences with each child?

   _____ Once a week
   _____ More than once a week } Specify _____
   _____ Less than once a week }

6. How long would you have the conference period?

   _____ Less than 8 weeks
   _____ 8 weeks
   _____ 8-16 weeks
   _____ 16 weeks
   _____ More than 16 weeks

III. OTHER COMMENTS

Please use this space and the back of any pages to comment about any aspect of the motivation program—the way it operated in your school, the children's reactions, the materials, any problems you sensed, etc.

Appendix F
Student Record Sheet

GPO 829-381-6

STUDENT RECORD SHEET

Name _____

Grade _____

Title of Book	Date	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Appendix G
Attittude Assessment:
Procedures and Instruments

MEMO TO: Motivation Field Test Schools - Principals and other Local Leaders

FROM: Debbie Stewart

DATE: December 1, 1970

RE: Attitude Tests

We are interested in children's attitudes toward reading as an independent activity, that is, toward reading as opposed to swimming or bicycling, for example. There is an instrument available for second and third graders called the Primary Pupil Reading Attitude Inventory. The Inventory was developed by Eunice N. Askov of the Center and has separate versions for boys and girls which may be administered simultaneously. No instrument is available for children in Grades 4-6. We want to secure some information from those children, however; instructions are given below.

FOR GRADES 2 AND 3: Only children having conferences are to be tested. Copies of the tests and directions are being mailed to you under separate cover; quantities for boys' version and girls' version were determined from the list of conferees. Please follow all directions, administering the tests the first of the week after you receive the packages, *except* for the directions for scoring. Return the tests in the business reply envelopes enclosed with the tests; we will do all scoring here. As the Inventory is based on stated interests of second and third graders and requires no reading, it would be inappropriate for children in the intermediate grades.

FOR GRADES 4-6: Next Monday, please have *all* of your students, not just the conferees, take out paper and write their names on it. Fold the paper in half lengthwise. Tell the children that many people are interested in what students enjoy when they are not in school. Ask them to list four things they would like to receive for Christmas in the left column. If the children want to list more than four items tell them they may as long as they indicate which four are most important to them. When they have finished the Christmas lists ask them to list four things they like to do in their spare time after school and in the evening on the other half of the paper. Return all notes in the enclosed business reply envelopes.

DIRECTIONS FOR ADMINISTRATION:
PRIMARY PUPIL READING ATTITUDE INVENTORY

Eunice N. Askov
Wisconsin Research and Development Center
for Cognitive Learning
1970

In the inventory there are 30 pages—or 30 choices between two pictured activities. Of the 30 choices, 18 involve a reading activity. The rest are distractors—choices that don't involve reading.

The pictures representing reading situations are as follows: reading a book indoors (p. 3) and reading a book outside (p. 4). The pictures of other recreational activities are as follows: swimming (p. 1); climbing on monkey bars (p. 1); playing with toy trucks (boys) or dolls (girls) (p. 2); swinging on a rope (boys) or on a swing (girls) (p. 4); riding a bike (p. 6); climbing a tree (boys) or jumping rope (girls) (p. 8); drawing a picture (p. 13); building a model airplane (boys) or making a puppet (girls) (p. 15); and watching TV (p. 15).

Each of the two reading pictures is paired with each of the nine other pictures, making a total of 18 opportunities to choose reading as a favorite activity.

Instructions to Subjects

Does every girl have a booklet with pictures of girls and does every boy have one with pictures of boys? Now get out a pencil and one crayon. In pencil, print your first and last name, grade, school, teacher, and date. (Put this information on the board.)

First look up here while I go through the pictures so you understand what each one is showing. (Explain what activity is portrayed in each picture both for the girl's and boy's versions. It is helpful to have cut out a picture of each activity to explain to the pupils what each picture represents.)

Now let's look at the first page of your booklet. With your crayon put a big X through the picture of the activity you like best. If you like to climb on the monkey bars better than you like to go swimming, put an X through the picture of the child on the monkey bars with your crayon. If you like to go swimming better than climbing on the monkey bars, put an X through the picture of the child going swimming.

Do the same thing on the rest of the pages. Choose which of the two activities you like to do best on each page and put an X through that picture with your crayon. Be sure you choose only one activity on a page, and be sure you mark one on every page. Don't look back to see what you have chosen earlier—just choose between the two pictures on each page. All of the pictures will appear in your booklet several times so don't worry if some of the pages seem alike.

Scoring

Count the total number of times that reading was chosen over other activities. The highest possible score a child can receive is 18.

BOY'S VERSION

Name _____

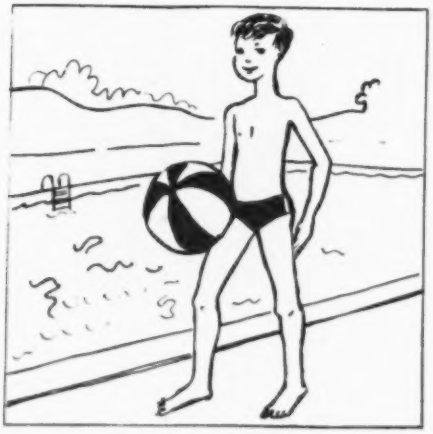
School _____

Grade _____

Teacher _____

Date _____

Note: Only pages 1, 2, 3, 4, 6, 8, 13, and 15 are shown here; each picture appears at least once.



1

2

3

4

6

8

13

15

GIRL'S VERSION

Name _____

School _____

Grade _____

Teacher _____

Date _____

Note: Only pages 1, 2, 3, 4, 6, 8, 13, and 15 are shown here; each picture appears at least once.

1

2

3

4

6

8

GPO 689-381-7

13

15

ATTITUDE ASSESSMENT

Grades 4-6

Students were asked to list four gifts they would like to receive and four things they like to do in their spare time. The two categories were scored separately, with a score of 1 for mention of books or reading and a 0 for no listing of books or reading. Thus, total scores of 0-4 were possible for each category.

Appendix H
Conference Record Card

CONFERENCE RECORD CARD

Child's Name _____ Grade _____

Conference Leader _____ Homeroom or Group _____

Week	Comments	Week	Comments
Nov. 16-20		Jan. 4-8	
Nov. 30-Dec 4		Jan. 11-15	
Dec. 7-11		Jan. 18-22	
Dec. 14-18		Jan. 25-30	

Appendix I
Summary of Responses to the Staff Questionnaire

Staff Questionnaire

MOTIVATION FIELD TEST

School _____

Date _____

Conference Leader Responses

Name _____
(optional)

We would like three kinds of information from you: (1) your general reactions to the conference program, Section I below; (2) your specific comments about effectiveness of components of the program, Section II; and (3) any other comments you would like to make about any aspect of the program, Section III and the back of any pages.

Your comments will be summarized in the field test report and will be reflected in later editions of the materials. Thus, by completing this form you can contribute directly to the effectiveness of the conference program in other schools across the country.

I. GENERAL REACTIONS

Would you recommend and/or be pleased with continuation of the individual conference program on some basis?

___27___ Yes *All but one of the negative responses came from School F.*

___7___ No

Have you used any of the conference techniques in subject areas other than reading?

___17___ Yes

___13___ No

If so, what area(s)? _____

Social Studies, Independent Reading, Language Arts, Academic Guidance, Spelling and Math were mentioned as areas in which the conference techniques were used.

Have you used any motivational principles other than those specified for the conferences?

___12___ Yes

___20___ No

If so, which one(s)? _____

Conference leaders mentioned such motivational techniques as recommending goal setting for summer reading, suggesting magazines for reading, stressing the enjoyment and importance of books, suggesting reading to siblings or recommending books to friends.

II. SPECIFIC COMMENTS

To fill in this part of the questionnaire, assume that your school has decided to continue the individual conference program next year using a *new group* of adult conference leaders. You have been selected to conduct the inservice training program for the new leaders and to make all decisions about how the program would be implemented.

A. Inservice Training

Would you show the film of actual conferences?

Yes, as is	Yes, with changes*	No**	
16	13	3	To all types of conference leaders
16	13	3	To teachers
17	14	3	To aides who have worked in the school
16	13	3	To inexperienced aides

*What changes would you make? length? number of conferences? nature of conferees?

Leaders suggested that the films could be improved technically as well in content. Suggestions for improving the content of the film included more help on selection of books and students and more examples of problem situations.

**Why not?

Would you require reading and discussion of Practical Paper No. 8?

Yes, as is	Yes, with changes*	No**	
18	4	0	To all types of conference leaders
18	4	0	To teachers
18	4	0	To aides who have worked in the school
18	4	0	To inexperienced aides

*What changes would you make? content? style? length of specific sections?

One conference leader felt the wording was too indirect. Two felt some parts of the Practical Paper were unnecessary and repetitious.

**Why not?

Would you include conference practice in the training program?

Yes, with entire group	Yes, to be done independently*	No**	
19	4	6	For all types of conference leaders
19	4	6	For teachers
22	6	6	For aides who have worked in the school
19	4	6	For inexperienced aides

*Briefly describe the conferences you would have leaders practice.

One conference leader felt that practice was needed in making the child feel at ease.

**Why not?

FOR LOCAL LEADERS WHO ATTENDED LAKE DELTON MEETING:

Would you use Working Paper No. 30 in establishing the conference program?

___5___ Yes, as is

_____ Yes, with changes

What changes would make the paper more useful?

_____ No

Why not?

B. Implementation

1. Would you collect baseline data to determine who would receive conferences?

24 Yes

If *yes*, how long would you collect baseline data? _____

Responses varied from 4-16 weeks but the most common response was 8 weeks.

7 No

If *no*, how would you decide who should receive conferences?

_____

Teacher judgment was unanimously given as the criterion.

(skip to question 3)

2. This year 30 or one-third of the students were selected for conferences. How would you decide which children should receive conferences?

a. Number or proportion of students

11 Same as this year
3 Lower } Specify _____
3 Higher }

b. Number of books read 7 Specify _____

Most leaders stated they would set a criterion of one book per week.

3. How would you provide additional books for conferees?

16 Buy paperbacks for classrooms
11 Put IMC books in classrooms
15 Provide more opportunity to use IMC
Other (Specify) _____

Responses included using the public library, having the children buy the paperbacks, setting off a special room for paperback books.

4. How long would you recommend conferences last?

5 Less than 10 minutes
18 About 10 minutes
10 More than 10 minutes

5. How frequently would you schedule conferences with each child?

28 Once a week
3 More than once a week } Specify _____
1 Less than once a week }

6. How long would you have the conference period?

1 Less than 8 weeks
12 8 weeks
7 8-16 weeks
8 16 weeks
3 More than 16 weeks

III. OTHER COMMENTS

Please use this space and the back of any pages to comment about any aspect of the motivation program—the way it operated in your school, the children's reactions, the materials, any problems you sensed, etc.

One of the leaders commented that the success of the program depended on the conference leader whereas another adult felt it depended on the type of child. Comments from School F suggested that selection of the children participating in the conferences needed some modification. Rather than selecting slow readers it was felt that average readers with low motivation might be better suited for the program. Though most conference leaders responded positively to the program, some suggested that they needed more help selecting books.

Appendix J
Cell Means for Pupil Target Group

Table J-1. Mean Amount of Preconference and Conference Reading and Mean Change in Number of Books Read by School, Grade, Sex, and Conference Group, Grades 2 and 3

Grade	Sex	Mean Pre-conference No. of Books	Mean Conference Period No. of Books	Mean Change in No. of Books by Conference Group 1	2	3	Mean Change in No. of Books
			School A				
2	M	2.03	10.47	7.50	10.50	7.33	8.44
	F	1.67	12.00	11.50	8.50	11.00	10.33
	Mean	1.85	11.24	9.50	9.50	9.17	9.39
3	M	1.67	6.50	8.50	5.50	.50	4.83
	F	2.17	9.88	4.00	15.62	3.50	7.71
	Mean	1.92	8.19	6.25	10.56	2.00	6.27
School A Mean	M	1.85	8.49	8.00	8.00	3.92	6.64
	F	1.92	10.94	7.75	12.06	7.25	9.02
	Mean	1.88	9.71	7.88	10.03	5.58	7.83
			School B				
2	M	5.03	7.99	2.75	5.40	1.00	2.96
	F	3.03	8.25	2.33	5.33	8.00	5.22
	Mean	4.03	8.12	2.54	5.24	4.50	4.09
3	M	4.11	8.88	3.75	3.41	7.14	4.77
	F	6.76	9.54	-2.00	6.00	4.33	2.78
	Mean	5.43	9.20	.88	4.71	5.74	3.77
School B Mean	M	4.57	8.44	3.25	4.28	4.07	3.87
	F	4.89	8.89	.17	5.67	6.17	4.00
	Mean	4.73	8.66	1.71	4.97	5.12	3.93
			School C				
3	M	.41	5.40	5.00	8.33	1.63	4.99
	F	.42	5.17	6.00	2.75	5.50	4.75
	Mean	.41	5.28	5.50	5.54	3.56	4.87

Table J-2. Mean Preconference Attitude Score and Mean Change in Attitude by School, Grade, Sex, and Conference Group, Grades 2 and 3

Grade	Sex	Mean Preconference Attitude Score	Mean Change in Attitude by Conference Group 1	2	3	Mean Change in Attitude
			School A			
2	M	5.72	.00	- .67	3.67	1.00
	F	4.92	3.00	-3.00	.50	.17
	Mean	5.32	1.50	-1.83	2.08	.58
3	M	2.50	-3.00	3.00	-1.00	- .33
	F	7.00	2.00	-4.00	1.00	- .33
	Mean	4.75	- .50	- .50	.00	- .33
School A	M	4.11	-1.50	1.17	1.33	.33
Mean	F	5.96	2.50	-3.50	.75	- .08
	Mean	5.03	.50	-1.17	1.04	.12
			School B			
2	M	4.45	.75	8.71	.00	3.15
	F	6.89	- .33	5.00	2.50	2.39
	Mean	5.67	.21	6.86	1.25	2.77
3	M	5.86	.25	- .83	- .57	- .38
	F	6.53	-1.40	-3.33	3.00	- .58
	Mean	6.20	- .58	-2.08	1.21	- .48
School B	M	5.15	.50	3.94	- .28	1.38
Mean	F	6.71	- .87	.83	2.75	.90
	Mean	5.93	- .18	2.39	1.23	1.14
			School C			
3	M	5.93	-4.20	- .33	4.50	- .01
	F	9.00	3.00	- .25	-1.50	.42
	Mean	7.47	- .60	- .29	1.50	.20

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Table J-1. Mean Amount of Preconference and Conference Reading and Mean Change in Number of Books Read by School, Grade, Sex, and Conference Group, Grades 4-6

Grade	Sex	Mean Pre-conference No. of Books	Mean Con-ference Period No. of Books	Mean Change in No. of Books by Conference Group 1	2	3	Mean Change in No. of Books
			School C				
4[a]	M	1.64	4.64	4.67	2.57	1.75	3.00
	F	2.17	6.90	4.86	4.33	5.00	4.73
	Mean	1.91	5.78	4.77	3.45	3.38	3.87
5	M	.83	1.73	.50	1.00	1.20	.90
	F	2.33	3.77	2.00	.33	2.00	1.44
	Mean	1.58	2.75	1.25	.67	1.60	1.17
6	M	1.12	2.95	1.75	2.00	1.75	1.83
	F	2.03	2.94	.40	1.33	1.00	.91
	Mean	1.58	2.95	1.08	1.67	1.38	1.37
School C Mean	M	1.20	3.11	2.31	1.86	1.57	1.91
	F	2.18	4.54	2.42	2.00	2.67	2.36
	Mean	1.69	3.83	2.37	1.93	2.12	2.14
			School D				
4	M	3.78	7.42	1.75	3.17	6.00	3.64
	F	4.67	12.83	5.00	11.50	8.00	8.16
	Mean	4.22	10.12	3.37	7.33	7.00	5.90
5	M	4.31	9.93	1.67	5.00	10.20	5.62
	F	8.33	19.33	13.00	2.00	18.00	11.00
	Mean	6.32	14.63	7.33	3.50	14.10	8.31
6	M	4.89	5.67	2.00	1.00	-.67	.78
	F	4.00	4.61	-.33	.17	2.00	.61
	Mean	4.44	5.13	.83	.58	.67	.69
School D Mean	M	4.33	7.68	1.47	3.06	5.14	3.35
	F	5.67	12.26	5.89	4.56	9.33	6.59
	Mean	5.00	10.47	3.68	3.81	7.23	5.47
			School E[a,b]				
4	M	2.34	6.43	2.67	---	5.50	4.09
	F	2.76	6.28	2.67	---	4.36	3.52
	Mean	2.55	6.35	2.67	---	4.93	3.80
5	M	2.09	4.16	3.50	---	.63	2.07
	F	2.24	5.86	2.33	---	4.90	3.62
	Mean	2.17	5.02	2.92	---	2.77	2.85
School E Mean	M	2.22	5.30	3.09	---	3.07	3.08
	F	2.50	6.07	2.50	---	4.63	3.57
	Mean	2.36	5.68	2.79	---	3.85	3.32
			School F				
4	M	1.58	5.68	3.50	5.40	3.40	4.10
	F	2.42	9.82	8.45[c]	5.25	8.50	7.40
	Mean	2.00	7.75	5.98	5.32	5.95	5.75

(continued)

Table J-3 (continued)

Grade	Sex	Mean Pre-conference No. of Books	Mean Conference Period No. of Books	Mean Change in No. of Books by Conference Group 1	2	3	Mean Change in No. of Books
			School F				
5	M	.96	6.84	6.50	7.80	3.33	5.88
	F	.89	6.17	7.33	3.00	5.50	5.28
	Mean	.92	6.50	6.92	5.40	4.42	5.58
School F	M	1.27	6.26	5.00	6.60	3.36	4.99
Mean	F	1.66	8.00	7.89	4.12	7.00	6.34
	Mean	1.46	7.08	6.45	5.36	5.18	5.62

[a]Omitted from analysis of variance; see text for explanation.

[b]Averages based on two conference groups only.

[c]Empty cell. Number estimated by adding average male-female difference for Groups 2 and 3 to male number for Group 1.

Table J-4. Mean Preconference Attitude Toward Reading and Mean Change in Attitude by School, Grade, Sex, and Conference Group, Grades 4–6

Grade	Sex	Listing a Book as a Desired Gift					Listing Reading as a Free-Time Activity				
		Mean Pre-conference Score	Mean Change by Conference Group			Mean Change	Mean Pre-conference Score	Mean Change by Conference Group			Mean Change
			1	2	3			1	2	3	
School C[a]											
Grade 4	M	.07	3.50	.36	.00	.98	.03	.00	.10	.12	.08
	F	.06	.60	.67	1.00	.56	.06	.14	.00	.00	.05
	Mean	.07	2.05	.51	.50	.77	.05	.07	.05	.06	.065
School B											
Grade 4	M	.00	.75	1.00	.50	.75	.08	.25	.33	.50	.36
	F	.00	1.00	.00	1.00	.67	.67	.50	-1.00	1.00	.17
	Mean	.00	.88	.50	.75	.71	.29	.38	- .33	.75	.26
Grade 5	M	.00	.67	.33	.40	.47	.00	.33	.00	.20	.18
	F	.00	3.00	1.00	1.00	1.67	.33	3.00	.00	-1.00	.67
	Mean	.00	1.83	.67	.70	1.07	.17	1.67	.00	- .40	.42
Grade 6	M	.00	.00	1.00	.33	.44	.00	.00	1.00	.00	.33
	F	.00	.67	.67	.00	.44	.22	.33	- .33	.00	.00
	Mean	.00	.33	.83	.17	.44	.11	.17	.33	.00	.17
School D Mean	M	.00	.47	.78	.41	.55	.03	.19	.44	.23	.29
	F	.00	1.56	.56	.67	.93	.41	1.28	- .44	.00	.28
	Mean	.00	1.02	.67	.54	.74	.22	.74	.00	.12	.28
School F											
Grade 4	M	.00	1.00	.20	.20	.47	.00	.50	.20	.00	.23
	F	.25[b]	1.55[b]	1.00	.50	1.02	.25[b]	.15[b]	- .50	.00	- .12
	Mean	.13	1.28	.60	.35	.74	.13	.33	- .15	.00	.06
Grade 5	M	.07	.50	1.40	.33	.74	.00	.25	.20	.00	.15
	F	.00	1.00	1.00	.75	.92	.33	- .67	.00	.00	- .22
	Mean	.03	.75	1.20	.54	.83	.17	- .21	.10	.00	- .04

(continued)

Table J-4 (continued)

Grade	Sex	Listing a Book as a Desired Gift: Mean Pre-conference Score	Mean Change by Conference Group 1	2	3	Mean Change	Listing Reading as a Free-Time Activity: Mean Pre-conference Score	Mean Change by Conference Group 1	2	3	Mean Change
					School F						
School F	M	.04	.75	.80	.26	.60	.00	.38	.20	.00	.19
Mean	F	.13	1.28	1.00	.62	.97	.29	-.26	-.25	.00	-.17
	Mean	.14	1.02	.90	.44	.79	.15	.06	-.02	.00	.01

School E

					Mean Change						Mean Change	
					1 & 3	No Conference					1 & 3	No Conference
Grade 4	M	.04	.83	---	1.00	.92	-.12	.24	-.33	---	.00	-.17	-.37
	F	.05	1.00	---	.86	.93	.00	.32	-.33	---	.00	-.17	.00
	Mean	.04	.92	---	.93	.93	-.06	.28	-.33	---	.00	-.17	-.18
Grade 5	M	.00	1.17	---	.75	.96	.00	.23	.00	---	-.25	-.13	-.42
	F	.11	1.00	---	.80	.90	.00	.33	-.67	---	.20	-.24	.00
	Mean	.06	1.09	---	.78	.93	.00	.28	-.34	---	-.03	-.19	-.21
School E	M	.02	1.00	---	.88	.94	-.06	.24	-.17	---	-.13	-.15	.39
Mean	F	.08	1.00	---	.83	.92	.00	.33	-.50	---	.10	-.20	.00
	Mean	.05	1.00	---	.86	.93	-.03	.28	-.34	---	-.02	-.18	-.19

[a] Postconference attitude information not received for Grades 5 and 6.

[b] Empty cell for Grade 4 Group 1 females. Estimates obtained by adding the mean male-female difference for Groups 2 and 3 to the male score for Group 1.

Table J-5. Mean Preconference Vocabulary and Comprehension Scores on Standardized Tests and Mean Preconference/Postconference Change by School, Grade, Sex, and Conference Group, Grades 2 and 3

(Average grade scores and grade-score gains by school, grade, and conference group in parentheses)

Group	Sex	Vocabulary Test					Comprehension Test				
		Preconference Mean	Mean Gain by Conference Group 1	2	3	Mean Gain	Preconference Mean	Mean Gain by Conference Group 1	2	3	Mean Gain
School A											
Grade 2	M	29.00	12.00	3.33	8.33	7.89	17.58	8.25	6.33	7.33	7.30
	F	22.75	5.00	16.50	15.50	12.33	14.25	8.00	8.50	7.00	7.83
	Mean	25.88	8.50	9.92	11.92	10.11	15.92	8.12	7.42	7.17	7.57
		(2.3)	(.9)	(1.2)	(1.3)	(1.1)	(2.2)	(1.0)	(1.2)	(.9)	(1.0)
Grade 3	M	32.67	3.50	6.00	5.00	4.83	32.33	7.50	6.00	10.00	7.83
	F	33.42	7.00	2.25	-.50	2.92	36.75	-11.00	5.50	2.50	-1.00
	Mean	33.04	5.25	4.12	2.25	3.87	34.54	-1.75	5.75	6.25	3.42
		(3.8)	(.7)	(.5)	(.4)	(.5)	(4.6)	(-.1)	(.8)	(1.0)	(.6)
School A Mean	M	30.83	7.75	4.67	6.67	6.36	24.96	7.87	6.17	8.67	7.57
	F	28.08	6.00	9.37	7.50	7.62	25.50	-1.50	7.00	4.75	3.42
	Mean	29.45	6.87	7.02	7.08	6.99	25.23	3.19	5.58	5.71	5.49
		(3.1)	(.8)	(.8)	(.8)	(.8)	(3.4)	(.5)	(1.0)	(1.0)	(.8)
School B											
Grade 2	M	25.46	2.75	2.71	2.83	2.76	14.52	6.75	-.14	.50	2.37
	F	25.08	3.33	6.67	1.75	3.92	17.28	4.00	4.67	1.25	3.30
	Mean	25.27	3.04	4.69	2.29	3.34	15.90	5.37	2.26	.87	2.84
		(2.3)	(.3)	(.4)	(.1)	(.3)	(2.3)	(1.1)	(.4)	(.1)	(.5)
Grade 3	M	24.09	4.50	3.33	5.71	4.51	18.26	.75	4.83	6.57	4.05
	F	30.69	5.00	.33	1.00	2.11	24.80	7.00	1.67	2.67	3.78
	Mean	27.39	4.75	1.83	3.36	3.31	21.53	3.87	3.25	4.62	3.91
		(3.1)	(.6)	(.2)	(.4)	(.4)	(3.0)	(.3)	(.4)	(.6)	(.4)

(continued)

Table J-5 (continued)

Group	Sex	Vocabulary Test: Preconference Mean	Vocabulary Test: Mean Gain by Conference Group 1	2	3	Vocabulary Test: Mean Gain	Comprehension Test: Preconference Mean	Comprehension Test: Mean Gain by Conference Group 1	2	3	Comprehension Test: Mean Gain
School B											
School B	M	24.78	3.62	3.02	4.27	3.64	16.39	3.75	2.34	3.53	3.21
Mean	F	27.89	4.17	3.50	1.37	3.01	21.04	5.50	3.17	1.96	3.54
	Mean	26.33	3.89	3.26	2.82	3.33	18.72	4.62	2.76	2.75	3.38
		(2.7)	(.4)	(.3)	(.3)	(.3)	(2.6)	(.7)	(.4)	(.3)	(.5)
School C											
Grade 3	M	28.02	1.60	2.00	8.75	4.12	23.46	7.20	.67	3.25	3.70
	F	36.58	-1.00	1.25	4.50	1.58	33.83	.50	3.75	-4.00	.08
	Mean	32.30	.30	1.62	6.62	2.85	28.64	3.85	2.21	-.38	1.89
		(3.8)	(.2)	(.3)	(1.1)	(.5)	(3.9)	(.6)	(.5)	(-.1)	(.3)

Table J-6. Mean Preconference Vocabulary and Comprehension Scores on Standardized Tests and Mean Preconference/Postconference Change by School, Grade, Sex, and Conference Group, Grades 4-6

(Average grade scores and grade-score gains by school, grade, and conference group in parentheses)

Group	Sex	Vocabulary Score Change: Preconference Mean	Vocabulary Score Change: Mean Gain by Conference Group 1	2	3	Vocabulary Score Change: Mean Gain	Comprehension Score Change: Preconference Mean	Comprehension Score Change: Mean Gain by Conference Group 1	2	3	Comprehension Score Change: Mean Gain
School C											
Grade 4-3[a]	M	25.76	6.50	5.50	7.00	6.33	17.88	8.25	4.62	6.20	6.36
	F	27.50	-1.50				21.50	3.50			
	Mean	26.63	2.50				19.69	5.87			
		(2.9)[b]	(.7)	(.6)	(.9)	(.7)	(2.6)	(.8)	(.5)	(.7)	(.7)
Grade 4-4[a]	M	28.78	6.00	2.50	.67	3.06	33.83	6.50	2.83	8.33	5.55
	F	24.07	.80	1.3	.00	2.71	30.96	2.80	-1.33	17.00	6.16
	Mean	26.42	3.40	1.9	.83	2.88	32.40	4.65	.75	12.66	5.85
		(5.0)	(.5)	(.7)	(.6)	(.6)	(5.0)	(.8)	(.2)	(1.5)	(.8)
Grade 5	M	27.83	1.50	8.00	2.40	3.97	38.83	.00	5.00	2.00	2.33
	F	32.44	3.40	-.67	4.25	2.33	40.43	-.60	4.33	.50	1.41
	Mean	30.14	2.45	3.67	3.32	3.15	39.63	-.30	4.67	1.25	1.87
		(5.8)	(.7)	(.9)	(.8)	(.8)	(6.4)	(.6)	(1.7)	(.2)	(.8)
Grade 6	M	32.90	.88	1.00	1.62	1.17	37.21	1.62	2.57	-1.88	.77
	F	34.52	-.40	4.50	-.33	1.26	39.54	5.80	3.17	6.33	5.10
	Mean	33.71	.24	2.75	.64	1.21	38.38	3.71	2.87	2.23	2.94
		(6.9)	(.2)	(.8)	(.2)	(.4)	(6.7)	(1.6)	(1.5)	(1.0)	(1.4)
School C Mean	M	29.87	2.79	3.83	1.56	2.73	36.66	2.71	3.13	2.82	2.88
	F	30.34	1.27	1.72	3.64	2.10	36.98	2.67	2.06	7.94	4.22
	Mean	30.10	2.03	2.78	2.60	2.41	36.82	2.69	2.60	5.38	3.55
		(5.9)	(.5)	(.8)	(.5)	(.6)	(6.1)	(1.0)	(1.2)	(.9)	(1.0)
School D											
Grade 4	M	18.33	-.50	7.00	1.00	2.50	19.14	5.75	7.00	11.00	7.91
	F	13.17	5.00	22.00	7.00	11.33	20.17	10.50	6.00	2.00	6.17
	Mean	15.75	2.25	14.50	4.00	6.92	19.65	8.12	6.50	6.50	7.04
		(3.2)	(.4)	(2.4)	(.6)	(1.2)	(3.1)	(1.5)	(.7)	(1.1)	(1.1)

(continued)

Table J-6 (continued)

Group	Sex	Vocabulary Score Change: Preconference Mean	Vocabulary Score Change: Mean Gain by Conference Group 1	2	3	Vocabulary Score Change: Mean Gain	Comprehension Score Change: Preconference Mean	Comprehension Score Change: Mean Gain by Conference Group 1	2	3	Comprehension Score Change: Mean Gain
School D											
Grade 5	M	20.57	3.67	-5.33	-2.80	-1.49	21.64	4.33	10.33	-.20	4.82
	F	22.00	2.00	-1.00	-1.00	.00	30.00	-3.00	-6.00	.00	-3.00
	Mean	21.29	2.83	-3.17	-1.90	-.74	25.82	.67	2.17	-.10	.91
		(4.1)	(.4)	(-.6)	(-.4)	(-.2)	(3.7)	(.1)	(.4)	(.1)	(.2)
Grade 6	M	32.67	.00	-5.00	-1.33	-2.11	40.50	-11.00	.50	4.67	-1.94
	F	34.44	-1.00	2.33	3.00	1.44	42.78	.00	-.67	3.50	.94
	Mean	33.55	-.50	-1.33	.83	-.33	41.64	-5.50	-.08	4.08	-.50
		(6.9)	(-.1)	(-.6)	(.4)	(.0)	(7.4)	(-.9)	(-.4)	(1.3)	(.0)
School D	M	23.86	1.0[illegible]	-1.11	-1.04	-.37	27.09	.31	5.94	5.16	3.60
Mean	F	23.20	2.00	7.78	3.00	4.26	30.98	2.50	-.22	1.83	1.37
	Mean	23.53	1.53	3.33	.98	1.94	29.04	1.40	2.86	3.51	2.48
		(4.8)	(.3)	(.4)	(.2)	(.3)	(4.8)	(.2)	(.2)	(.8)	(.4)
School F											
Grade 4	M	18.25	2.00	1.40	1.20	1.53	17.22	7.25	5.00	5.00	5.75
	F	26.75[C]	5.20[C]	3.50	5.50	4.73	27.02[C]	12.25[C]	9.00	11.00	10.75
	Mean	22.50	3.60	2.45	3.35	3.13	22.12	9.75	7.00	8.00	8.25
		(4.1)[C]	(.6)[C]	(.8)	(.6)	(.6)	(3.3)[C]	(1.4)[C]	(.7)	(1.3)	(1.1)
Grade 5	M	20.68	2.00	2.40	1.33	1.91	19.33	13.25	6.80	4.67	8.24
	F	24.14	3.67	5.00	1.00	3.22	24.53	2.33	6.00	-1.75	2.19
	Mean	22.41	2.83	3.70	1.17	2.57	21.93	7.79	6.40	1.46	5.22
		(4.2)	(.7)	(.6)	(.1)	(.5)	(3.5)	(1.2)	(.9)	(.1)	(.7)
School F	M	19.46	2.00	1.90	1.26	1.72	18.28	10.25	5.90	4.84	7.00
Mean	F	25.44	4.44	4.25	3.25	3.98	25.78	7.29	7.50	4.62	6.47
	Mean	22.45	3.22	3.08	2.26	2.85	22.03	8.77	6.70	4.73	6.74
		(4.2)	(.6)	(.7)	(.4)	(.5)	(3.3)	(1.3)	(.8)	(.7)	(.9)

(continued)

Table J-6 (continued)

Group	Sex	Vocabulary Score Change: Preconference Mean	Mean Gain by Conference Group: 1	2	3	Mean Gain: 1 & 3	No Conference	Comprehension Score Change: Preconference Mean	Mean Gain by Conference Group: 1	2	3	Mean Gain: 1 & 3	No Conference
					School E[d]								
Grade 4	M	24.00	3.33	---	-.67	1.33	4.75	27.65	.17	---	1.67	1.22	4.00
	F	23.09	-1.00	---	3.28	1.14	5.00	25.54	-.33	---	1.57	.62	9.00
	Mean	23.64	1.17	---	1.31	1.24	4.88	26.82	-.08	---	1.62	.77	6.50
		(4.5)	(.2)		(.4)	(.3)	(1.2)	(4.1)	(.2)		(.3)	(.2)	(1.0)
Grade 5	M	26.65	-2.50	---	-.25	-1.38	1.43	30.94	8.17	---	5.25	6.71	1.57
	F	29.45	.00	---	-3.60	-1.80	.67	35.91	3.33	---	-1.00	1.16	2.00
	Mean	27.75	-1.25	---	-1.92	-1.64	1.05	32.89	5.75	---	2.12	3.94	1.78
		(5.4)	(-.2)		(-.3)	(-.3)	(-.2)	(5.3)	(1.5)		(.6)	(1.0)	(.2)
School E Mean	M	25.32	.41	---	-.46	-.03	3.09	29.30	4.17	---	3.46	3.82	2.78
	F	26.27	-.50	---	-.16	-.33	2.83	30.72	1.50	---	.28	.89	6.50
	Mean	25.80	-.09	---	-.31	-.20	2.96	30.01	2.83	---	1.87	2.35	4.64
		(4.9)	(.0)		(.1)	(.0)	(.7)	(4.7)	(.8)		(.4)	(.6)	(.6)

[a] Grade 4 not included in analysis of variance; 4-4 included in means.

[b] Grade scores and grade-score gains for 4-3 males only.

[c] Empty cell for Grade 4 females Group 1; scores estimated by adding the mean male-female score difference for Groups 2 and 3 to the mean score for males in Group 1.

[d] Not included in analysis of variance.

Table J-7. Mean Preconference Speed and Accuracy Scores on Standardized Tests and Mean Preconference/Postconference Change by School, Grade, Sex, and Conference Group, Grades 4-6

(Average grade scores and grade-score gains by school, grade, and conference group in parentheses)

Group	Sex	Speed Score Change: Preconference Mean	Speed Score Change: Mean Gain by Conference Group 1	2	3	Speed Score Change: Mean Gain	Accuracy Score Change: Preconference Mean	Accuracy Score Change: Mean Gain by Conference Group 1	2	3	Accuracy Score Change: Mean Gain
School C											
Grade 4-4[a]	M	19.12	-3.50	-3.00	-.67	-2.39	18.61	-1.50	-3.17	-.67	-1.78
	F	15.71	-.40	.00	-4.00	-1.47	15.12	-1.00	.33	-5.00	-1.89
	Mean	17.72	-1.99	-1.50	-2.33	-1.94	16.86	-1.25	-1.42	-2.83	-1.83
		(5.5)	(-.4)	(-.5)	(-.3)	(-.4)	(5.8)	(-.4)	(-.5)	(-.4)	(-.4)
Grade 5	M	14.10	4.50	5.00	5.40	4.97	14.10	3.50	4.00	4.40	3.97
	F	17.81	4.00	6.33	2.75	4.36	17.17	3.80	6.00	2.00	3.93
	Mean	15.96	4.25	5.67	4.08	4.66	15.64	3.65	5.00	3.20	3.95
		(4.9)	(1.5)	(2.3)	(1.8)	(1.9)	(5.4)	(1.2)	(2.2)	(1.4)	(1.6)
Grade 6	M	17.99	3.88	5.71	1.62	3.74	17.47	1.38	4.00	1.62	2.33
	F	18.87	3.80	3.17	4.67	3.88	18.14	3.80	3.67	3.00	3.49
	Mean	18.43	3.84	4.44	3.14	3.81	17.81	2.59	3.83	2.31	2.91
		(5.8)	(1.7)	(2.2)	(1.9)	(1.9)	(6.2)	(1.4)	(1.8)	(1.6)	(1.6)
School C Mean	M	17.27	1.63	2.57	2.12	2.11	16.73	1.13	1.61	1.82	1.51
	F	17.46	2.49	3.16	1.16	2.26	17.48	2.20	3.33	.00	1.84
	Mean	17.36	2.06	2.86	1.64	2.18	17.10	1.67	2.47	.91	1.68
		(5.4)	(.9)	(1.3)	(1.2)	(1.1)	(5.8)	(.8)	(1.1)	(.8)	(.9)
School D											
Grade 4	M	9.89	1.25	3.67	.50	1.80	8.17	1.75	3.00	2.50	2.42
	F	10.50	1.50	28.00	-2.00	9.17	9.50	2.00	4.00	-3.00	1.00
	Mean	10.19	1.38	15.83	-.75	5.49	8.83	1.87	3.50	-.25	1.72
		(3.3)	(.3)	(5.3)	(-.2)	(1.8)	(3.3)	(.5)	(.9)	(.0)	(.5)
Grade 5	M	11.20	3.00	2.00	4.00	3.00	9.33	2.00	1.33	3.20	2.18
	F	11.67	2.00	-1.00	.00	.33	10.67	1.00	.00	1.00	.67
	Mean	11.43	2.50	.50	2.00	1.67	10.00	1.50	.67	2.10	1.42
		(3.7)	(.8)	(.1)	(.6)	(.5)	(3.5)	(.4)	(.2)	(.7)	(.4)

(continued)

Table J-7 (continued)

Group	Sex	Speed Score Change: Preconference Mean	Speed Score Change: Mean Gain by Conference Group 1	2	3	Speed Score Change: Mean Gain	Accuracy Score Change: Preconference Mean	Accuracy Score Change: Mean Gain by Conference Group 1	2	3	Accuracy Score Change: Mean Gain
School D											
Grade 6	M	16.78	-1.00	6.50	2.00	2.50	16.11	.00	6.00	2.00	2.67
	F	17.17	1.00	1.00	1.50	1.67	16.72	1.33	1.00	2.50	1.61
	Mean	16.97	.00	3.75	1.85	1.83	16.42	.67	3.50	2.25	2.14
		(5.3)	(.2)	(1.8)	(.7)	(.9)	(5.6)	(.5)	(2.3)	(1.0)	(1.3)
School D Mean	M	12.62	1.08	4.06	2.17	2.63	11.20	1.25	3.44	2.57	2.42
	F	13.11	1.50	9.33	-.17	3.72	12.30	1.44	1.67	1.70	1.09
	Mean	12.86	1.29	4.46	1.00	3.17	11.75	1.34	2.55	2.03	1.75
		(4.1)	(.4)	(2.6)	(.4)	(1.0)	(4.1)	(.5)	(1.4)	(.6)	(.7)
School F											
Grade 4	M	18.39	-1.50	-.20	-8.20	-3.30	11.68	-.50	.20	-2.40	-.90
	F	13.07[b]	1.70[b]	-1.50	-.50	-.10	13.82[b]	-.90[b]	-1.50	-1.50	-1.30
	Mean	15.72	.10	-.85	-4.35	-1.70	12.75	-.70	-.65	-1.95	-1.10
		(4.8)[b]	(.0)[b]	(-.1)	(-1.9)	(-.5)	(4.4)[b]	(-.3)[b]	(.0)	(-.7)	(-.3)
Grade 5	M	17.55	-2.75	-2.00	1.00	-1.25	12.14	3.00	2.00	.67	1.89
	F	16.00	-.33	.00	-5.50	-1.94	12.94	.33	2.00	-1.75	.19
	Mean	16.77	-1.54	-1.00	-2.25	-1.60	12.58	1.67	2.00	-.54	1.04
		(5.5)	(-.9)	(-.4)	(-1.0)	(-.8)	(4.4)	(.4)	(.5)	(-.1)	(.3)
School F Mean	M	17.96	-2.12	-1.10	-3.60	-2.28	11.91	1.25	1.10	-.86	.50
	F	14.54	.68	-.75	-3.00	-1.02	13.38	-.28	.25	-1.62	-.56
	Mean	16.25	-.72	-.92	-3.30	-1.65	12.64	.48	.68	-1.24	-.03
		(5.2)	(-.5)	(-.3)	(-1.5)	(-.6)	(4.4)	(.1)	(.2)	(-.4)	(.0)

(continued)

Table J-7 (continued)

Group	Sex	Speed Score Change: Preconference Mean	Speed Score Change: Mean Gain by Conference Group 1	2	3	Speed Score Change: Mean Gain 1 & 3	Speed Score Change: Mean Gain No Conference	Accuracy Score Change: Preconference Mean	Accuracy Score Change: Mean Gain by Conference Group 1	2	3	Accuracy Score Change: Mean Gain 1 & 3	Accuracy Score Change: Mean Gain No Conference
					School E[c]								
Grade 4	M	15.35	3.50	---	6.33	4.92	5.62	14.35	3.67	---	4.00	3.84	3.37
	F	15.64	1.33	---	4.14	2.74	3.00	13.00	3.00	---	3.86	3.43	4.00
	Mean	15.50	2.42	---	5.24	3.83	4.31	13.82	3.33	---	3.93	3.63	3.69
		(4.9)	(.8)		(1.7)	(1.2)	(1.8)	(4.8)	(1.0)		(1.3)	(1.2)	(1.5)
Grade 5	M	19.35	1.50	---	1.25	1.38	.57	17.82	1.50	---	2.25	1.88	1.14
	F	21.91	2.33	---	1.80	2.05	-2.00	20.36	3.00	---	1.60	2.30	-1.00
	Mean	20.36	1.92	---	1.52	1.72	-.71	18.82	2.25	---	1.92	2.08	.07
		(6.8)	(.3)		(1.0)	(.7)	(-.4)	(6.9)	(.4)		(1.2)	(.8)	(-.3)
School E	M	17.35	2.50	---	3.79	3.14	3.09	16.08	2.58	---	3.12	2.85	2.25
Mean	F	18.78	1.83	---	2.97	2.40	.50	16.68	3.00	---	2.73	2.86	1.50
	Mean	18.06	2.15	---	3.38	2.76	1.79	16.38	2.79	---	2.92	2.86	1.87
		(5.8)	(.5)		(1.3)	(.9)	(.7)	(5.9)	(.7)		(1.2)	(1.0)	(.6)

[a] Grade 4-4 included in means, not included in analysis of variance.

[b] Empty cell for Grade 4 females Group 1; scores estimated by adding the mean male-female score difference for Groups 2 and 3 to the mean score for males in Group 1.

[c] Not included in analysis of variance.

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